

The A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

VOLUME 27

NO. 1

"To go about your work with pleasure, to greet others with a word of encouragement, to be happy in the present and confident in the future: this is to have achieved some measure of success in living."

EDWIN OSGOLD GROVER.

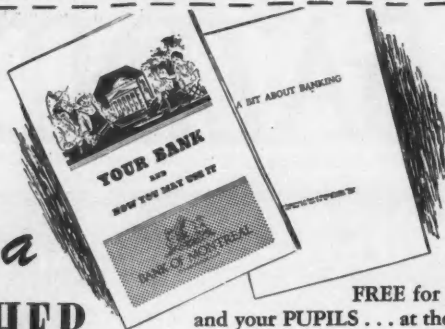


September - October,
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John W. Barnett . . .

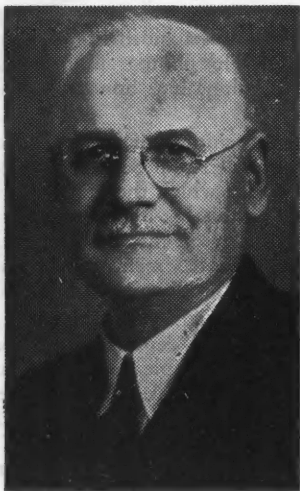
An Appreciation

LAST time I strolled through the corridors of Scona High School there still hung on the wall of the main hall a photograph of the Scona High Soccer Team, Year 1914. Like a bastion in the rear row stands a burly, black-mustachioed titan whom one rightly assumes to have been on the staff. This photograph is probably the first pictorial record of John Barnett's long and honorable association with education in Canada.

It is not quite the beginning of the story, however. John taught first of all in the Park Hill Rural School near Loughheed. One thinks with relish of the awe with which the pigtailed girls and the overalled boys must have gazed at this big-boned scion of English colleges and Big-League Football, sent by an inscrutable providence to hold down the chair of their late-departed mentor. And one hears afar off the chuckles of the Inspector who discovered him and sent him there.

Presently Edmonton sought him out and installed him as head of the South Side commercial department. Before long his wife and infant son were at home in the pleasant house on University Avenue. There for a quarter-century A.T.A. men and other professional friends have enjoyed a hospitality almost unique in its charm. John and Mrs. Barnett have just moved to a house in the west end overlooking the Saskatchewan Valley; it will take years for their visitors to fit them into the new frame. The old home had an ample basement which gave refuge to a billiard table . . . but that would be a story in itself. (Harry Clark used to play havoc with the laws of probability on that table.) In the old home there was room for dogs of gentle intelligence and sublime dignity, Lassie, Mac, Wally and others; room for occasional tables just right for chess; room for Bernard and the three girls and their boy-friends, all of whom gave the home a general air of being well lived-in.

Somewhere in his career John did duty as music supervisor in Edmonton schools. One remembered this while listening to the philharmonic concerts on his car radio, those long country trips on a Saturday afternoon. Oh yes, there were cars. I don't remember as far back as John's Gray Dort, but there was an Overland early in the series, followed by The Old MacLaughlin, a Jewett, a Buick, a Graham Paige, a Mercury and one or two over which time has thrown a merciful veil of oblivion. What their aggregate mileage in the cause of Alberta teachers comes to, nobody will ever know. It can be said without malice that the cars of a man like John tend to acquire personality and even legend. Was it not The Old MacLaughlin that shook off its gas-tank on the road home past Fort Saskatchewan elevators, and travelled half a



JOHN W. BARNETT

General Secretary-Treasurer, Alberta Teachers' Association

June 24, 1918 to August 31, 1946

mile on the projected will-power of its driver through the worst spring thaw in a decade? Let it be written in the record that John is a driver of great competence and superb endurance. He has had to be!

One is not likely to forget the first contact with such a man. It was at Camrose in W. A. Stickle's time. Mr. Stickle was a forthright booster for teacher-organization, and gave Barnett a very handsome introduction. But one sensed in the student-body a "Go-canny-something-fishy-here," a resistance which John had to combat or conciliate. He made a plucky effort at conciliation, with more than fair success. Going out to teach, one met that hostility everywhere and gradually became aware of its sources. John's rugged leadership had already helped win the Edmonton strike (and strikes were far from genteel in those days); it had already dismayed many of the administrators, from the Minister down, whose paternalistic regime left little scope for anything but mute obedience on the part of teachers.

In *The Grapes of Wrath*, Steinbeck has one of his characters defining a Red as "any fellow who wants thirty cents an hour when I'm paying twenty-five." In that sense, of course, John was a Red, and many who were jarred by the impact of the infant Alliance not only looked upon him as a not very respectable agitator, but went to some lengths to smear him as such. That is the first thing that has to happen to labor organizers—I remember when Keir Hardie's name was mud in English politics. We can thank John for having taken the dirt that somebody had to take in our behalf, as part of the price of efficient organization.

In the early days, then, thousands of Alberta teachers looked askance at John, and resented the persistence with which he canvassed memberships from school to school, the demands which he made upon them for local leadership, and the other things which had to be pushed along to "put teeth" into teacher-organization. But the years went by; John's various cars rumbled over the dirt roads as he battled for a teacher's wages here, for a teacher's home there, for a teacher's job elsewhere, for a teacher's reputation yonder—in short, for whatever aspect of fair play and common decency was being denied to any teacher at any time. He delivered service to hundreds of teachers up and down the Province, so that in time the old distrust and opposition declined, and many of us became declared "Barnett men" in our own districts.

Above all, the Great Depression brought John (and with him the Alliance) into his own. Over east, the Saskatchewan Teachers' Alliance had died of a weak heart, and teachers clear across to the Maritimes were in the most abject distress—rural teachers particularly. But in Alberta the bottom never quite fell out of the teacher's livelihood; somehow, under the constant spur and occasional flagellation of the A.T.A., the trustees and the Department found money to pay the rural teachers a subsisting wage. In 1935 all teachers were called upon to vote "Yes" or "No" to compulsory membership in the A.T.A. The vote

was almost unanimously "Yes," an expression by the rank and file of the confidence and the sense of obligation which John's and the Alliance's good service had inspired in us. This vote marked the elevation of John Barnett from the status of agitator to that of educational leader and philosopher. True, he had already in 1930 been honored with the presidency of the Canadian Teachers' Federation. Since the advent of the teaching profession with legal status, he has sat on the Board of Teacher Certification, the Senate of the University, the Provincial Council for Adult Education, and other bodies where educational policies are shaped at the philosophical level. And he has been at home in such bodies because he has great experience, an honest purpose and a very capable mind.

Pictures crowd the memory as I fumble to an inadequate close of this appreciation. I like best to remember the trip which John and I made to Smoky Lake many years ago. The Principal had been fired, and a meeting was called for 8 o'clock on a Saturday evening to review the trustees' action. When we met in the secretary's office, the chairman took hold with a competence and directness rather rare in those days. He was a massive Ukrainian farmer of great natural dignity and an orderly mind. Before him on the table he kept a long list of the complaints upon which the dismissal had been based. With the most debonaire courtesy, he and John slugged it out till one-thirty in the morning, with occasional pause to hear some correction as to fact by the Principal. Their debate was unmarred by rant, abuse or petty quibble of any kind. At 1:30, placing a check against the last item of his list, the chairman said that the Board's final decision would be conveyed to us during the day. After a cordial handshake all around, we drove back to Edmonton in the dawn. Well, the Principal was reinstated and word to that effect promptly reached the A.T.A. Office.

John likes to fight that way . . . perhaps even more, he likes to win that way.

A. J. H. POWELL.

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Volume 27

SEPTEMBER-OCTOBER, 1946

Number 1

EDITORIAL

NO TEACHER — NO SCHOOL

LAST September 160,000 children throughout Alberta prepared to return to the classroom for the first normal school year since the outbreak of war. But some 10,000 of Alberta's children were without a teacher. Of these, 3,000 were immediately enrolled at 250 correspondence centres with supervisors in charge. Pupils at 600 other schools were forced to postpone their education, perhaps until more supervisors could be found, perhaps indefinitely, for the simple reason that Alberta is running out of teachers.

This acute shortage of teachers did not develop over the summer holidays. The beginning may be traced back to the thirties, when, without exception, every School Board in Alberta took advantage of the oversupply of teachers to reduce salaries. No doubt it was considered "good business" on the part of the School Boards and the ratepayers to cut educational costs, but it also led to something that School Boards had not foreseen—a declining enrolment in Normal Schools. In no year since 1936 has Alberta certificated a sufficient number of teachers to

meet the average number of withdrawals. While the deficiency did not become noticeable until after the outbreak of war, from 1937 on Grade XII graduates began to avoid education as a career because of low salaries, inadequate pensions and, in many districts, unsuitable living accommodation.

For some time School Boards were not interested, let alone alarmed—nor was the public. Slight raises in salaries were grudgingly given by most Boards, but still the salaries were too meagre to hold those teaching and too meagre to attract high-school graduates. When the supply of teachers became exhausted, the School Boards appealed to the ex-teachers of the Province, many of whom resumed teaching. A short training course was provided as a special inducement. In spite of these measures the shortage became greater each year.

THE Minister of Education and his Department did everything in their power to keep classrooms open and a teacher in every classroom. However, the time arrived when the credentials presented to the Department of Education by persons who had been persuaded to resume teaching did not bear very close scrutiny, and any person who had had any professional training of any kind, at any time, and at any place was granted a certificate to teach.

Even at this stage School Boards throughout the Province seemed to be quite oblivious or indifferent to the approaching crisis. Their idea was to wait for the return to "normal," so they did nothing, and did it well. Three years ago the schools could no longer be staffed with teachers. A simple expedient for the Minister and his Department would have been to issue permits under extremely elastic regulations until every classroom had a "teacher." It is to Alberta's credit that the

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Minister of Education and his Department issued no permits, and it may be assumed, will not issue any permits. *The Minister and his Department have held to the principle that a teacher must have the required academic qualifications and professional training.* The Minister and his Department have held to the principle that only persons holding a certificate of qualification issued under the regulations of the Minister are teachers, and that correspondence centres, not being classrooms, are entitled to only a portion of the Government grants for classrooms.

AS a professional body, the Alberta Teachers' Association endorses the stand taken by the Minister of Education and his Department, and the Alberta Teachers' Association will endeavour at all times, and to the best of its ability, to support the exemplification of these principles.

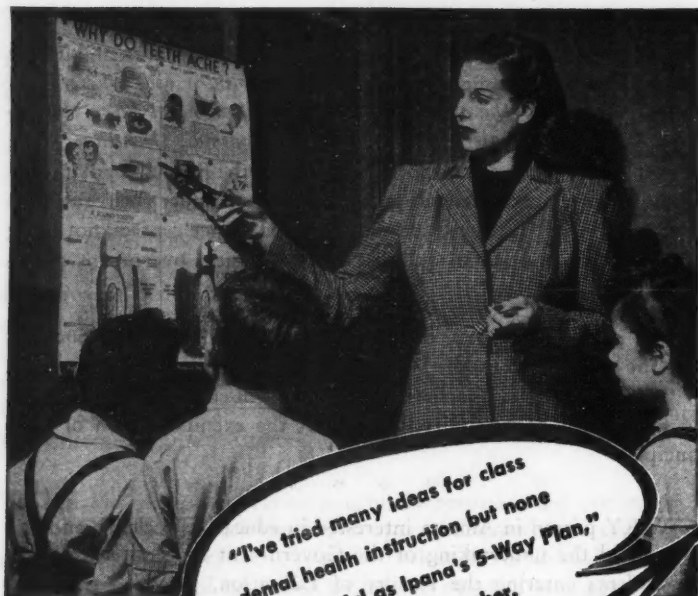
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EVERY person in Alberta interested in education acclaims and will uphold the undertaking of the Government to remit the fees of students entering the Faculty of Education, provided that they enrol in courses leading to Junior Elementary and Intermediate Teachers' Certificates. This is the first progressive step taken to cope with the shortage of teachers. However, there is no evidence so far to support any predictions that a grant of \$150 through the remission of fees, will be sufficient inducement to lure hundreds of persons into the teaching profession.

The shortage of teachers in Alberta numbers close to 1800. True, there are only 600 classrooms closed, but the actual shortage is approximately 1800. It is estimated as follows:

Classrooms closed	600
Classrooms closed and correspondence centres opened	250
Classrooms with teachers who—	
(a) have Letter of Authority; (b) are married	
women teaching temporarily (estimated)	1000
Total	1850

Many teachers with Letters of Authority have refused to attend one session of the Summer School in order to obtain a permanent teaching certificate. Many married women now teaching have already expressed their intention of resigning next term, in some cases because of recent amendments to the Dominion Income Tax Regulations.



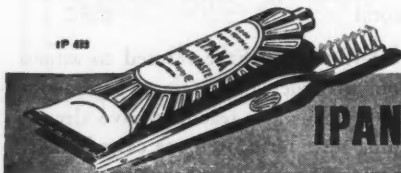
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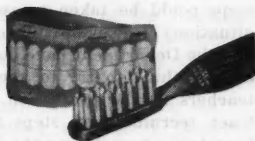
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President's Column =====

THE OPENING of another school term emphasizes the fact that the teacher shortage in Alberta and in Canada is more serious than ever before. This bears out the prediction made in this column last spring, and it was suggested at that time that steps could be taken to remedy the situation. However, school boards and the Department have done practically nothing to try to keep present teachers in the profession or to attract recruits. Any steps that have been taken have been only emergency measures, and have not begun to solve the real problem of teacher shortage.

It appears to me that there are several important reasons why many teachers do not stay with teaching and why students graduating from high schools do not elect to enter the Faculty of Education in greater numbers.

Inadequate salaries would head the list, and while higher salaries have been urged again and again, there must be constant repetition. Present salaries are not attractive, and cannot hold teachers in the profession. The statutory minimum should be no less than \$1,500, and there ought to be many positions in the field offering \$3,000 to \$5,000 a year, with a fair number of administrative jobs carrying salaries of from \$8,000 to \$10,000 a year. These salaries would not be high as compared with those paid for executive positions in industry, and would offer some incentive to men and women to make teaching a lifetime career. Not until something approximating this is achieved will the social recognition of teaching as a profession make it attractive enough to recruit and retain highly qualified teachers. Present raises in salary

schedules amount to very little and hardly touch the real problem.

Another reason why men and women avoid teaching, I believe, lies in the trying conditions under which the majority of rural teachers are compelled to live. So long as other jobs in towns and cities provide better pay and greater opportunities for recreation, self-improvement and comfortable living, young persons are not likely to choose work which will mean isolation and discomfort in the rural areas.

Still another reason for the present exodus away from teaching lies in our present inadequate pension scheme. Men of middle age, who begin to look ahead and to take stock of their position in life, can see little hope for security when they retire. They decide to get out of teaching and into better employment before it is too late.

The cost of training or the length of time required to train for the teaching profession would not deter young people from entering if they could see the prospect of reasonable security and financial returns when they had qualified themselves. With conditions as they are, possibly these are factors to consider. Nevertheless, all agree that better qualifications are not only desirable but necessary in our times.

Undoubtedly there are a number of other reasons why young people do not favor teaching as a life work. However, I believe that these are major reasons. Salaries for teachers have been traditionally low, not only in Canada, but almost everywhere. It is significant to note that the present scarcity of teachers is a condition that has been growing for some years, and is widespread

throughout Canada and the U.S. It did not end with the war as many had hoped and expected that it would, and it will not end under present conditions for a great many years yet.

The remedy for the present conditions is obvious. What we must have is an entirely new attitude towards educational finance on the part of parents, boards and departments. To argue that the money cannot be obtained is futile, and does not solve the problem. We all know that when there is a will or a desire to pay for anything the money is there. The amounts of money spent on education are insignificant when compared with the luxury spending of a community as is abundantly evident when a town spends \$40,000 on education, and half-a-million on liquor alone.

It is one thing to deplore the shortage of teachers, but it is another matter entirely to do something constructive about the problem. Perhaps it is just a question of how long parents will tolerate the present lack of educational facilities before they demand that more active steps be taken to deal with this condition.

Meanwhile, there are some teachers who see in teaching an opportunity to do a job that is eminently worthwhile. Their task is all the heavier because of the shortage. It is my opinion that greater recognition will be given to the profession in the near future. Meanwhile, I commend those who are carrying on for the work they are doing, and I trust that the work of the coming term will not prove too difficult.

Your President has spent a busy summer, having attended two important educational conferences. One of these was the C.T.F. Conference at Ottawa, and the other the C.N.E.A. Conference at Edmonton. Since these will be reported more fully elsewhere I shall refrain from commenting on them here. Two meetings of

the A.T.A. executive have been held since my last letter, one in early July, and one early in September. Also in September, a strong delegation of your Executive met the Provincial Cabinet members regarding pensions. While no definite results can be announced at this time, it is fair to report that the delegation received a very courteous hearing, and I am optimistic enough to feel that we shall be able to improve our pension arrangements before long.

With this issue of the magazine, we bid good-bye to Mr. Barnett as General Secretary. As you know, his resignation took effect on August 31. Fortunately Mr. and Mrs. Barnett have decided to live in Edmonton and we shall not be deprived of their gracious hospitality, and on occasion Mr. Barnett's counsel will still help to guide the affairs of the Association which he did so much to build.

In saying farewell to Mr. Barnett, I would like to welcome his successor to office. I am convinced that the Executive chose wisely in appointing Mr. Eric Ansley to this important position. It has become my special privilege to serve as President of the Association with each of these men as General Secretary, and there are probably no other two men who have the interests of the teachers more at heart, nor who are more capable of serving in their interests.

My sincere wishes for a successful convention and a happy year of teaching.

Sincerely,

H. C. MELSNESS.

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Dormitory Organization in Alberta

Miss Jennie Elliott

Calgary School Board

(Reprint from *The Alberta School Trustee*)

THE STUDENT quoted in our former article spoke of "a properly organized and equipped dormitory," and she pictured for us a combination of successful school and happy home—two fundamental bases of our national life. Recognizing as we do the importance of these organizations, whether singly or combined, we realize too that neither homes nor schools grow on wheat fields nor are they dug from mines or made in factories. They are made not only of buildings and equipment but of human intelligence, human sympathy and human cooperation. Their end product is not material only, but spiritual and eternal. They are turning out the Canada of the future.

What constitutes a dormitory suitable for high-school children? Consider first the housing accommodation—as for a well-equipped home. It will need kitchen space for storing and equipment for cooking; sleeping accommodation, dining and study and recreation rooms—all these on a scale in proportion to the numbers to be accommodated and with capacity for expansion as numbers increase. From an acting supervisor of one of our operating dormitories whose plant I have visited, I quote:

"Most dormitories in Alberta are buildings which were constructed for other purposes and have been taken over by school boards and remodelled. Generally, and making necessary allowances, they are serving the purpose fairly well. The new

dormitory buildings we have seen are disappointing. They seem to have been designed by individuals who have never seen a dormitory in action. Sleeping quarters are too small with insufficient air space. Kitchen and dining-room space is inadequate and badly planned, thus resulting in waste of time and energy on the part of those cooking, serving and supervising. Working quarters should be planned intelligently to conserve time, steps and motion generally. Thus to some degree at least we could resolve the matter of "hours of work" which has been engaging the attention of the Department of Education and the Department of Trade and Industry.

"Recreational Facilities are Nil"

Does not the purpose served by these buildings rate some research and consulting with trained and experienced persons before construction is undertaken?

The writer is reliably informed that one recently built dormitory in Alberta was designed by the secretary-treasurer of the Divisional School Board, with a kitchen suitable to serve a family of five to seven or eight people, and with all the other inconveniences easily conceived by a man who, let us hope, knows more about finance than he does about the business of economically storing, preparing and serving food to some seventy to a hundred people.

Is the preservation of male superiority in any district bought at a

high price when it condemns the staff of this institution to serve efficiently (or otherwise) under such impossible conditions? For remember nothing but male egotism prevented consultation with an experienced supervisor or some other trained or experienced woman if a properly qualified architect was not available. "We are not," says the philosopher, "punished for our sins; we are punished by them." But the pity is that the punishment will in this case fall on completely innocent people. Are no model plans for dormitories showing suitable arrangements available? What about the District Inspector or Superintendent who, according to the Department of Education, "should always be able to advise concerning it (the Dormitory)"? Staffs and children will continue, no doubt, to be willing to co-operate to make the best of many difficulties. Why multiply these un-

necessarily by carelessness or mere vanity?

What now of operating the various services for which the dormitory exists? Consider three of these:

(a) The school work itself—the nine-to-four job of teaching, with teaching staff duties of planning courses, preparing lessons, conducting classes, correcting work, etc. The school in other words should function just as any other school.

(b) Supervision of study and development of recreational facilities, and activities, clubs and all the group or individual activities which keep adolescents busy from four p.m. till they go to bed.

(c) Housekeeping — Organization of sleeping rooms, dining rooms and the cooperating duties of students; buying food, keeping accounts, cooking and serving food, cleaning, etc.

Obviously the above division is only tentative since it will often prove

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expedient to group them differently according to the varied capacities of staff members and the cooperation arranged with the communities for recreational facilities such as dancing, skating, etc., and the supervision of these.

It is pretty generally agreed that teachers should not also serve as formal supervisors unless in exceptional circumstances. The modern course of studies, however, urges the encouragement of many extra-curricular activities, and the activity clubs with teacher sponsors will be able to use the dormitory facilities—all, of course, under the formal supervisor. It will easily appear that for such cooperation of effort there will be great need of clearly accepted responsibilities as well as of wisdom and tolerance on the part of teachers and supervisor.

The organization of such dovetailing of duties and responsibilities must, it would appear, depend on the cooperation of the whole staff under the leadership of the principal of the school. He (or she) will be able, if the combined effort is to function smoothly, not only to organize amicably the various duties according to the abilities of his staff, but will then have the rare good sense to recognize the right of each individual on the staff to the maximum of freedom in carrying out those duties in accordance with the common objective. More than that, he will have the genuine good will and fairness which alone can resolve such disagreements as may occur.

Now where does the district look for such a principal? Where find the staff with ability whose individual desire to serve is equal to the task of such cooperation? Don't forget, though, that it is being done. It is the sort of cooperation which throughout Canada has built up the thing we call "Big Business." But don't forget either that "Big Business"

begins its task by drawing each year from our high schools and universities the very cream of our young graduates, and then inducing them by the opportunities it offers to train for service and to discipline themselves to seek advancement. Just suppose for even a moment that the people of Alberta should decide to make it similarly worth while for our gifted youth to train for service in our schools, thus putting Education into competition with "Big Business," what might we not accomplish in our schools and for Canada? We can do it if we wish. Meantime of course we can do a very great deal if we challenge the effort of even these "emergency" graduates of our Normal Schools.

Organization within the dormitory itself becomes increasingly complex as numbers increase and overcrowding results. From the standpoint of many observant mothers it is even alarming. Some Boards have tried to carry on the duties suggested under (b) and (c) above under one woman with perhaps a maid to assist. She must serve as dietitian, accountant, cook, organizer of space and service, supervisor of study and recreation, and so on. An exceptionally well-qualified person could, with a maid, give good service where numbers did not exceed twenty or thirty. When it continues, however, as the numbers reach seventy or over, it is little wonder that the Department of Trade and Industry has felt compelled to interfere. For the operation of any "dorm" with over, say, fifty students, the services of at least two well-qualified people would be required on some basis so that each could have a reasonable working day. An ideal setup would provide one person to buy food, keep accounts and supervise study. The business of cooking for such a family and the serving and cleaning would be no light task for another more easily secured person.

Here's what teachers asked for



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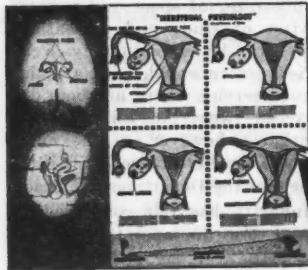


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One can understand the anxiety of thoughtful mothers visiting such an establishment where the supervisor is so ridiculously overburdened, as they enquire, "But how can one woman with all the practical house-keeping responsibilities exercise supervision at all, or how find time and sympathy to deal with the girl who may be neglecting her work, or getting into trouble? Mothers in the districts where there is such a setup should either get themselves on the school boards and look after these matters, or make life so uncomfortable for the existing boards and district superintendents that the necessary changes are made.

I quote in conclusion from a letter which inspired these articles, written by one who knows:

"The relationship existing between staff and student residents determines largely the degree of success of these institutions, regarding both the character development and the academic attainments of students. In the same way that a home atmosphere reflects in the student's achievement, so does the dormitory atmosphere reflect, since their home life for the school week is lived here. However, in no case have we learned of school trustees, or those who have responsibility of engaging dormitory employees, exercising the same scrutiny or demanding the number and type

of references that banking institutions require from prospective employees.

"It has been said that a salary schedule commensurate with the qualifications required would increase the cost to the point where it might be prohibitive to some, thus defeating the whole purpose of dormitory establishment. Paradoxically it has come to our knowledge that the dormitory paying the highest salaries are operating at the lowest cost per student. Good business management might have something to do with this. Commercial establishments find good business management worth paying for.

"Considering the number of years the dormitory experiment has been in operation in Alberta, we are wondering why no effort has yet been made to assemble, sort out and analyse the experiences gained by the various dormitory employees, and, from the deductions made, form some sort of uniform setup that might be of value. Why not a dormitory staff conference now and then?

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Canadian Education Week

November 3 to 9, 1946

EDUCATION can be built into the machinery for peace. This is the fundamental message that Education Week enables the teaching profession to get across to the general public this year. And a very timely and worthwhile message it is too, in this confused post-war period when the prevalence of mass hysteria and loose thinking everywhere endangers world security.

Educationists owe it to the young people who are in their charge to do what they can to safeguard the future. The strengthening of home life, the developing of better communities, the promoting of health and safety through education are contributions that can react only to the welfare of the nation, no matter upon what path world events may lead us. Let us appeal for public co-operation and support to the end that these objectives will be realized. Education Week provides the opportunity.

So when Education Week Committees throughout Canada plan their program this year, let there be public meetings called, at which speakers will put forward education's point of view on these important matters. Let there be newspaper articles and editorials, and radio broadcasts developing these themes, and let there be free public discussion as to ways and means by which teachers and parents

and school boards, and Department of Education authorities, can work together to enable education to play a really effective role in human development.

On a narrower, but no less important, plane, every teacher who does efficient classroom work is a good public relations agent for education. But this work must be shown to be appreciated, so let the established Education Week practice of inviting the public to attend Open Day sessions be observed in every classroom of the land this year. Education, like every other public service, must be "sold" before public support is forthcoming ungrudgingly and unstintingly. Let's conduct a really solid "selling" program this year.

List of Education Week Topics

- Sunday, November 3rd—Practising Brotherhood.
- Monday, November 4th—Building World Security.
- Tuesday, November 5th—Strengthening Home Life.
- Wednesday, November 6th—Developing Better Communities.
- Thursday, November 7th—Promoting Health and Safety.
- Friday, November 8th—Facing New Tasks.
- Saturday, November 9th—Investing in Education.

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FALL CONVENTION TIME-TABLE 1946

Groups, Dates and Places of Meeting Approved by the
Department of Education
(Capitals—Place of Meeting; Small letters—Division of Locals)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
September	23rd	24th	25th	26th	27th
	LAC LA BICHE (Lac La Biche)		BONNYVILLE (St. Paul, Bonnyville)	TWO HILLS (Two Hills)	
September	30th	Oct. 1st	Oct. 2nd	Oct. 3rd	Oct. 4th
	CAMROSE (Camrose, Hardisty- Provost, Killam)			1st EDMONTON DISTRICT (Pembina, Lac Ste. Anne, Stony Plain, Clover Bar, Sturgeon, Smoky Lake, Edson, Coal Branch, Jasper)	
October	7th	8th	9th	10th	11th
	SPIRIT RIVER (Spirit River) GRANDE PRAIRIE (Grande Prairie, East Smoky)			PEACE RIVER (Peace River, Fairview Ft. Vermilion) MacLENNAN (MacLennan, Slave Lake, High Prairie)	
October	14th	15th	16th	17th	18th
		WAINWRIGHT (Wainwright)		VERMILION (Vermilion, Vegreville)	
October	21st	22nd	23rd	24th	25th
	RED DEER (Red Deer, Lacombe, Stettler, Ponoka, Rocky Mountain House)			EDMONTON CITY (Edmonton City Locals) 2nd EDMONTON DISTRICT (Athabasca, Holden, Lamont, Wetaskiwin, Strawberry)	
October	28th	29th	30th	31st	Nov. 1st
		CORONATION (Castor, Neutral Hills)		CALGARY CITY (Calgary City Locals) CALGARY DISTRICT (Calgary Division, Olds, Drumheller, Wheatland, Bow Valley, E.I.D. (W), Mt. Rundle, Foothills, Turner Valley, Red Deer Valley)	
November	4th	5th	6th	7th	8th
	MEDICINE HAT (Cypress, Medicine Hat City, Medicine Hat Div., N.E. Part of Foremost, E.I.D. (E).)			LETHBRIDGE (Lethbridge City, Leth- bridge Division, St. Mary's River, Crow's Nest Pass, Pincher Creek, Taber, Western Part of Foremost, Macleod)	
November	11th	12th	13th	14th	15th
				HANNA (Berry Creek, Acadia, Sullivan Lake)	

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We Dare Not Forget It

By Sheila C. MacKay

Health Education Division, Department of Public Health

TALKING about infantile paralysis by the time this issue is out may be like locking the stable after the horse is stolen—or it may be an anti-climax to an epidemic that did not develop after all. But at the moment that I write we are feeling a little afraid. We are holding our breath and keeping our fingers crossed because, for the last three years or more, we have been watching and waiting for trouble.

It was in 1927 that we had our last Province-wide epidemic, and we knew then that for a few years we would be safe from a recurrence of like magnitude. It stood to reason that great numbers of our population at that time must have developed an immunity to the disease. Many hundreds would actually have had it without being aware of it, their symptoms so slight as to be unrecognizable or almost non-existent. (It is for this reason that children are more frequently susceptible than adults except in extremely isolated communities which have never been reached by the infection. In such communities both children and adults, never having contacted the disease, have had no chance of developing an immunity to it.) Now, however, after a respite of approximately 19 years, we have a large section of population growing up over the whole of the Province which is probably only too susceptible to the poliomyelitis virus.

Therefore, even if this year of 1946 is not the one which will bring Alberta an epidemic, 1947 may be—or 1948—or any year in the future. And when that time comes it will behoove us to be ready with know-

ledge of the disease which we are fighting.

Our big problem is dissemination of knowledge to the lay public—and at this point I feel impelled to quote from an article by Dr. Malcolm R. Bow, Deputy Minister of Health, which appeared in the December, 1944, issue of *The A.T.A. Magazine*. It was entitled, "The Teaching Profession and Infantile Paralysis," and in it he said this to the teachers of Alberta, "In this campaign against a vicious enemy, the teaching profession has a very important role to play. By virtue of its strategic position in the community, it can crystallize community forces and lead organized activities in this vital battle. When the disease strikes, teachers can minimize alarm and panic by disseminating available knowledge as to the cause, symptoms, prevention, spread, and treatment of the disease. Such information in the form of booklets, pamphlets and bulletins can be had from the National Foundation for Infantile Paralysis, 120 Broadway, New York, N.Y." And, I might add, pamphlets are also available free of charge through our office, though we haven't as extensive a selection as has the National Foundation.

Perhaps, before I close, I should give a quick resumé of the disease. It is caused by a specific filterable virus and it occurs most often in the summer months and early fall, though outbreaks may take place at any time of the year and in any part of the world. The incubation period is considered to be seven to fourteen days.

In the beginning the symptoms resemble that of many other contagi-

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ous diseases. A child who has been well becomes restless and drowsy. He is feverish, irritable and doesn't want to be moved. He may vomit and may complain of headache, but most significant of all symptoms are those of a sore, stiff neck and spine and pain in the back, arms and legs. Sometimes these early symptoms are very mild and yet within 24 hours the child may be unable to move an arm or a leg. Again, he may be unmistakably ill in the first stage but develop little or no paralysis. And yet again, the attack may be so mild as to go unnoticeable and still be the means of spreading contagion. In any event, it is an encouraging fact that even in those cases in which paralysis does occur, there is often complete and early recovery.

Needless to say, any child who exhibits any suspicious symptoms at all while there is poliomyelitis in the district, should be put to bed, kept away from other children and reported to the doctor. All children should be kept away from crowded theatres, dance halls, trains, etc.

The policy with regard to closing schools varies. It is thought by some authorities, particularly in urban areas, that the children are under better observation and their movements can be better controlled when they are attending school.

Treatment varies also. Serum from convalescent patients (i.e., blood serum which already contains the anti-bodies which the body's defense mechanism builds up against polio during the course of the disease) is sometimes given, but it is not practical when the disease assumes epidemic proportions. The

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Kenny treatment is becoming more widely used, and is the method used most in Alberta.

It might be well to remember, too, that in Alberta the Provincial Department of Public Health provides free hospital and medical care for residents suffering from the after-effects of infantile paralysis, as well as assistance in vocational training for such persons.

There's no better exercise for the development of willpower than to practise doing nothing with a mosquito bite.

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The United Nations Educational, Scientific and Cultural Organization (Unesco)

Address given by Dr. R. C. Wallace, Principal Queen's University, on the CBC Program "Our Special Speaker."

(Permission to reprint given by Canadian Broadcasting Corporation)

WHEN WE think about world problems, it is the political or economic issues that take our attention. These seem to be all important. Commentators deal with them almost exclusively. The United Nations Assembly, now sitting, has had to give its time to strains and stresses that arise from political ambitions or strivings after power. We do not often pause to realize that these difficulties arise in the main out of misunderstanding and suspicion and lack of knowledge. In the words of Prime Minister Attlee to the International Conference in London in November, which had been convened to deal with the attitudes of the mind and spirit that make for peace, "It is in the minds of men that wars arise." It is from the mind, therefore, that suspicion and mistrust have to be removed if ultimately wars are to cease. This is fundamental treatment, and not easy. How is it to be done?

The Allied Ministers who met in London during the last three war years had this problem in mind. So had the delegates to the San Francisco Conference. They provided in the Charter of the United Nations Organization that an agency might be set up to deal with education and cultural appreciation. It would be one of the specialized agencies of U.N.O. The conference in London last November had as its purpose the drafting of a constitution for this new organization, which is now known to the world as UNESCO, though its name written large is the United Nations Educational, Scientific and Cultural Organization. Forty-

four countries were represented, the only important absentee being Russia. This summer the Assembly of UNESCO will convene in London, and each signatory member state will send five delegates to the Assembly. It will be the first gathering of representatives of all the countries, great and small, who fought together for freedom, the first gathering to deal with the spread of education and of knowledge for the ends of peace. It will mark a new stage in the development of a world consciousness—the consciousness that the mind of man, if given a fair chance, will work for peace and not for war.

That fair chance can come only through knowledge—knowledge of other peoples, their backgrounds, their ideals, their way of life. When we know, we understand. When we do not know, we suspect. That is the case between man and man. Much more is it the case between nation and nation. The aim of UNESCO will be to use all the means that are now at our disposal to make everyone the sharer of knowledge about our neighbours and about ourselves. It is not out of place to point out that, had we been more willing to know and to understand Russia fifteen years ago, we would have fewer problems today.

The interchange of teachers and students, the translating and circulating in cheap editions the important books of any country, the wide distribution of the details of all scientific advances, the use of film and radio for the popularization of knowledge—all these are ways by which all the

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people of all countries can learn about their fellow citizens of the world. It is not that you should think as I think, or that I should think as you think. It is that I should understand why you think as you do, and, when I understand, should be liberal in my judgment of your actions. There are great areas of ignorance in the world today. UNESCO will help to raise the level of education in places where it is weak, if called on to do so. In particular, it will give immediate aid to the devastated countries where school facilities have been wiped out. The story of the conditions of the schools in Greece, in Poland, in Czechoslovakia, in China is a story which once heard is not readily forgotten. In the long term building for peace, the immediate and urgent needs cannot be set aside. Only by our actions in times of necessity will our sincerity in all our planning be judged.

The ends in view cannot be achieved by governments alone, nor by delegates of governments sitting in conference, nor even by the secretariat appointed by these delegates. There will be a secretary general and assistants in all three fields of education, science and culture. Able though these will undoubtedly be, they will not fulfil their purpose unless the voluntary agencies which deal with education, science and culture co-operate in their own special ways. For it is these voluntary agencies which affect the people at large; and the work that has to be done can be done only if the people will that it should be done. The fullest provision has therefore been made that national voluntary organizations concerned with these three fields of the mind should share in this enterprise. It was interesting in the Conference to hear the delegates from France on this matter. They were insistent that, if this organization is to be an agency for peace, if it is to be a force among men and

women everywhere, the voluntary agencies have to do a very large part of the work. They have to be given a place of importance in the organization itself.

And this was done. For example, when Canada has to appoint her five delegates to the Assembly of UNESCO, some such method as this will in all probability be adopted. There would be called into conference representatives of the Provincial Departments of Education, of educational bodies such as the Canadian Teachers' Federation, Canada and Newfoundland Education Association, Canadian Association for Adult Education, and many others, representatives of science and letters such as the Royal Society of Canada, and of culture and the fine arts such as the Canadian Authors' Association and the Canadian Artists' Association. In this conference, a decision could be reached as to the policies which Canada would wish to present to the Assembly, and as to the representatives who might voice these policies. In this way Canada, which has no constitutional authority in matters educational, but is committed to play its part in this wider international sphere, would act for the first time with united voice in the realm of the mind and the spirit, from which all action of men or of nations in very truth proceeds. In this way, too, Canada could act without in any sense infringing on the constitutional rights of the provinces. In most countries, the machinery by which this will be carried out will be a National Commission. Whether this would be the advisable way in Canada would probably be deter-

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mined in a conference of the kind that I have outlined. But in any event, the all-important matter is to give to national organizations, which in one sense or another influence all the people, a place of real importance and responsibility in the building of the foundations and the superstructure of a lasting peace.

And Canada can play no insignificant part. Our country has, with some measure of success, coordinated an Anglo-Saxon and a Latin culture in her two national strains of people. We have, as well, found a middle way between the American and the British philosophy of life. And we have a record as seekers after peace. The men and women of our armed services have given us a prestige which will endure. Our war financing has been an example to the world. And we seek neither for territory nor for power. We stand high. Our responsibilities are correspondingly great. If we can speak as

a single voice in the Councils of the Nations, if that voice can carry the accent of Anglo-Saxon precision and Latin warmth and feeling all in one, then Canada will indeed bring strength and leadership to the solution of the problems that oppress the world today.

But, you may say, this is a Utopian dream. We cannot keep the peace except by power, and all else is insecure, as it has been in times gone by. True, we cannot keep the peace today except by power, nor for many years to come. The Security Council of the United Nations Organization has to see to it that power is available to keep the peace. But that is a preventative, not a cure. It assumes that there are, underneath, the rumblings that may lead to explosion, unless pressure and power is applied to prevent such catastrophe. As a medical man would say, this treatment is merely a palliative. It does not get at the root of the disease. To

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quote again the words of Mr. Attlee, "It is in the minds of men that wars arise." If UNESCO can be given peace for a generation, and if all who are concerned with the developing of the mind and the spirit work with the devotion and energy that we have endeavoured to put into the war effort when all that we had or valued was in danger, then this organization can eventually be the most powerful force for peace on which the world can rely. That, at any rate, is my faith, and it is a faith worth working for.

A word of tribute must be paid to the Prime Minister of Great Britain whose sincere words affected all, to Ellen Wilkinson, who was a dynamic and business-like chairman, to Leon Blum, who remains mellow and full of faith, despite his war experiences, to Alexander McLeish for his leadership throughout the conference, to Sir Alfred Zimmern,

the Secretary General, for his wise planning, born of long experience and wisdom in international affairs, and to the very high level of debate throughout. An organization has been brought into being in which the people believe. It will rest with us all in Canada and elsewhere as to the part that it will play. To Canada it is an opportunity to take a place in the world of the mind which has not hitherto been conspicuously in evidence. I have the feeling that we shall not fail.

The train came to a sudden, grinding stop, causing the passengers to jump.

"What has happened, conductor," cried a nervous old lady.

"Nothing much. We ran over a cow."

"Why, was it on the track?"

"No," replied the disgusted conductor, "we chased it into a barn."

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Salegirl: "The fiction department is on the other side, sir."

No wonder the little duckling
Wears on his face a frown;
For he has just now discovered
His first pair of pants are down!

"I know how to settle this unemployment problem," said the club wag. "If we put all the men of the world on one island, and all the women on another, we'd have everybody busy in no time."

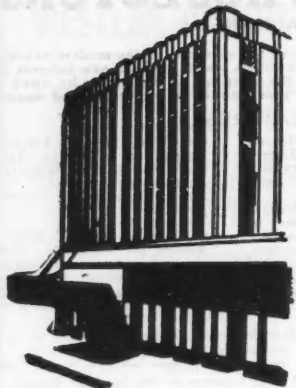
"Well, what would they be doing?"
"Why, boat building."

A man named Joe Hogbristle appeared in court to have his name legally changed. The judge nodded understandingly, and asked. "What name do you want to take?"

"Frank Hogbristle. I'm sick and tired of hearing people say, 'Hi, Joe, whaddya know'?"

Impatient Customer: "Can't you wait on me? Two pounds of liver I'm in a hurry."

Butcher: "Sorry, madam, but two or three are ahead of you. You surely don't want your liver out of order."



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OPTOMETRIST

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NOW UPSTAIRS
SAME BUILDING

"Over Fashion Dress Shop"

Dr. McNally as Chancellor



Dr. G. F. McNally

DR. G. FRED McNALLY is the newly-elected Chancellor of the University of Alberta. The announcement of this high honor was very happily timed, coming as it did when the C.N.E.A., the organization of top-flight Canadian educators, was in its annual conference at Edmonton. The general acclaim which the genial Doctor received from his Alberta and city friends was thus redoubled by the warm felicitations of his associates from the Maritimes to the Pacific.

Seldom has such acclaim been better deserved. Dr. McNally has had a long and distinguished career in education, as teacher, inspector, Normal School principal and Departmental officer. There was a time when we used to concede that Fred was popular and leave it at that. He had charm and poise; he had a mar-

vellous memory for people and their names; he had the Common Touch among men which carried him to the top in Rotary. And so long as he remained in the somewhat "ivory tower" precincts of the Supervisor of Schools we stood a little in awe of him, without, however, giving him credit for greatness.

But the retirement of John T. Ross and the untimely death of George Gorman brought Fred McNally quite suddenly to the post of Deputy Minister. The late Premier Aberhart was his chief; he had set in motion a big reform program for Alberta schools—a program comprising the establishment of a Teaching Profession, the creation of rural Divisions, the re-writing of the curriculum, and the re-training of thousands of teachers to meet the new needs of that curriculum. It was a tremendous task, and Mr. Aberhart, fully burdened with the duties of party and Government leadership, turned over the launching of this educational New Deal to Dr. McNally. It was a job to try any man's mettle. Not only did he require courage, energy, good temper, persistence and diplomacy himself, but he had to inspire those qualities in the whole Departmental team and make them effective at the points of contact with the public and the teachers through the length and breadth of the Province. That Divisional reorganization was achieved in Alberta, long before any other province dared to face the political risks involved, is largely due to Fred's ability to de-fuse explosive situations and to keep true educational values to the fore. With an equally dexterous hand he has governed the new Departmental relationships with the teaching profession, winning in un-

usual measure the confidence and affection of the front-line educators.

Now, within a few weeks after his retirement, Dr. McNally becomes the honorary chief of our University. We are happy indeed to congratulate our old friend upon this fitting crown to a great career. It would not be inappropriate, also, to give a word of compliment to the teachers who

found time, in the busy days of mid-summer, to attend to his nomination and promote his election. As a matter of fact, the six persons who signed Dr. McNally's nomination paper were all intermediate teachers . . . a happy evidence of the fact that democracy can operate at the humblest levels to elevate the best man to honor and responsibility.

HEALTH WEEK

February 2-8, 1947

THE HEALTH WEEK program of February 1946 promoted by the Health League of Canada was remarkably successful, owing to the fine cooperation of the nine provincial Departments of Education and of Health, the schools, churches, Home and School Associations, Women's Institutes, Service Clubs and other groups, press, radio and film.

Naturally the Health League of Canada is planning a more comprehensive Health Week campaign for February 2 - 8, 1947. It is hoped that all organizations interested in any way in the improvement of personal and public health will join in this movement. Health is so fundamental for individuals and communities that it is good citizenship to do anything to promote better health.

A Canada with "optimum" health would lead the world in this great national asset.

The Health League of Canada earnestly requests the cooperation of the teachers and schools, especially in making known and supporting this Health Week Campaign.

Booklets or informational leaflets will be sent to all schools in ample time for the opening day, Monday, February 3, 1947. Should such literature not arrive in due time, kindly write the Health League of Canada, 111 Avenue Road, Toronto, Canada, and it will be sent at once.

Lawyer: "Shall I give you my honest opinion?"

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Report on Efforts to Secure War Surplus Instructional Equipment

(Reprinted in Part)

BY efforts involving repeated conferences at Ottawa with Cabinet Ministers, civil servants, and high officials of War Assets Corporation, the C. N. E. A. has sought for nearly two years to work out a plan acceptable to the Department of Reconstruction and War Assets Corporation whereby the schools of Canada might secure useful instructional equipment from war surpluses. The Association has engaged in voluminous correspondence. It has secured the cooperation of every provincial Department of Education in setting up an Inter-Provincial Committee to distribute war surplus instructional equipment if and when sufficiently valuable articles are secured on indefinite loan. When the Government proved adamant in refusing to make a free gift of useful equipment to schools, the C. N. E. A. offered to serve War Assets Corporation as a wholesaler because it appeared that on the basis of such services rendered a substantial price discount could be secured and passed on to the schools.

In addition the C. N. E. A., at the request of War Assets Corporation, had the provincial Departments of Education list the requirements of school boards for various types of equipment, and wrote them through the C. N. E. A. office to W. A. C. In this connection, and in connection with subsequent difficulties arising about indefinite loan agreements, the C. N. E. A. has written hundreds of letters, engaged in long distance telephone conversations, and given many hours to conferences in several cities.

Finally, the Association has tried by letters and various circulars to inform the Government at Ottawa and all Members of Parliament on the needs of the schools and on the claims

they have to this equipment. Educational associations and educational authorities in all parts of the country cooperated in these efforts.

We can honestly say, therefore, that every reasonable effort has been made by educators to get war surplus instructional equipment into the schools, where it can be of real service to the people and young people of Canada. Although the name of the C. N. E. A. has been used frequently in this connection, those who understand the nature of our Association will know that any credit which can be attached to unsuccessful endeavor must be distributed equally among the provincial educational authorities, many school board officials, and dozens of other educational associations which cooperated.

We regret, therefore, to report that these efforts of education have so far been in vain. When a suggestion is made that preliminary work be done, we do it, only to be told later that some other approach would be better. (The latest labor of Hercules suggested is that a complete list be compiled of all requirements of all school boards in Canada for various categories of equipment, with lists of purchases or acquisitions to date.) What appears to be a promise may turn out later to be a courteous form of dismissal. A promising document, like P.C. 16, may prove in practice to be an invitation to a Barmecide feast. Inevitably, at the end of every avenue of approach, the regulations of War Assets Corporation present a stone-wall resistance against any claim for special consideration by schools.

CHARLES E. PHILLIPS,
Secretary-Treasurer,
Canada and Newfoundland
Education Association.

ANALYSIS OF DIVISIONAL SALARY SCHEDULES FOR ONE-ROOM SCHOOLS

	Acadia	Athabasca	Berry Creek	Bonnyville	Bow Valley	Calgary	Camrose	Castor	Clover Bar	Drumheller
1st Year	1050	1050	1050	1050	1100	1000	1050	1100	1100	1000
2nd	1100	1100	1100	1100	1200	1050	1100	1100	1150	1100
3rd	1150	1150	1150	1210	1300	1100	1150	1150	1200	1200
4th	1200	1225	1200	1290	1400	1175	1250	1210	1250	1300
5th	1250	1300	1250	1370	1500	1250	1325	1300	1300	1400
5-Year Total	5750	5825	5750	6050	6500	5575	5900	5780	6000	6900
6th Year	1300	1375	1300	1450	1600	1325	1400	1350	1350	1500
7th	1375	1450	1375	1500	1700*	1400	1450	1395	1400	1600*
8th	1450	1500*	1450	1550*	1700	1500	1500	1450	1450	1600
9th	1525	1550	1525	1580	1700	1600*	1550*	1530	1500	1600
10th	1600*	1650	1600*	1650	1700	1600	1550	1600*	1550	1600
10-Year Total	13000	13300	13000	13650	14900	13000	13350	13095	13250	13900
	I.C. W.E.C. (1250 Max.)	Inc. compu- ted from Sept. 1939. L.A. 100 (1150 Max.)	I.C. L.A. (1250 Max.)	I.C. (1290 Max.) S.C.C. (1450 Max.)	P.E. 75x4	L.C. W.E.C. or other than districts in difficult of annual inc.	P.E. 50x1 L.A. less 100 (1050 Min.)	I.C. L.A. (1250 Max.)	11th 1600* P.E. 50x4	P.E. 1320 Max.

	East Smoky	Edson	E.I.D.	Fairview	Foot Hills	Foremost	Holden	Killam	Lac La Biche	Lac Ste. Anne
1st Year	1050	1050	1100	1050	1000	1100	1100	1150	1050	1050
2nd	1150	1100	1200	1150	1050	1180	1150	1200	1100	1100
3rd	1200	1150	1300	1250	1120	1260	1200	1250	1175	1150
4th	1250	1200	1400	1300	1180	1310	1275	1300	1250	1225
5th	1300	1250	1500	1350	1240	1360	1350	1350	1350	1300
5-Year Total	5950	5750	6500	6100	5600	6210	6075	6250	5925	5825
6th Year	1350*	1300	1600	1400	1300	1410	1400	1400	1450	1375
7th	1350	1350	1700*	1450	1360	1460	1450	1450	1500	1450
8th	1350	1400	1700	1500*	1420	1510	1500	1500	1550*	1525
9th	1350	1450*	1700	1500	1480*	1560	1550	1550	1550	1600*
10th	1350	1450	1700	1500	1480	1610*	1600	1600	1550	1600
10-Year Total	12700	12700	14900	13450	12640	13760	13575	13750	13525	13375
	I.C. (1250 Max.) L.C. (1200 Max.)	P.E. 50x2 L.A. Less 100 (1050 Min.) L.C. 50% of P.E.	P.E. 50x4	I.C. L.C. 100x2 P.E. 100x2 50x3		P.E. 50x5	11th 1650*	11th 1650* S.C.C. L.C. 50x5	P.E. 50x1 75x2 100x2 50x2	I.C. 50x2

	Lamont	Lethbridge	Macleod	McLennan	Medicine Hat	Neutral Hills	Olde	Pincher Creek	Ponoka	Provost
1st Year	1100	1100	1100	1100	1150	1050	1050	1100	1050	1100
2nd	1150	1150	1150	1200	1200	1100	1100	1160	1125	1150
3rd	1200	1200	1200	1300	1250	1150	1175	1220	1200	1200
4th	1250	1280	1300	1350	1300	1200	1250	1280	1300	1250
5th	1300	1340	1400	1400	1350	1250	1350	1350	1400	1300
5-Year Total	6040	6100	6150	6350	6250	5750	5925	6100	6075	6000
6th Year	1430	1400	1500	1450	1400	1300	1450	1400	1500	1350
7th	1520*	1460	1600*	1500	1450	1375	1550*	1460	1550*	1400
8th	1520	1520	1600	1550	1500*	1450	1550	1460	1550	1450
9th	1520	1520	1600	1550	1500	1450	1550	1460	1550	1450
10th	1520	1520	1600	1550	1500	1450	1550	1460	1550	1450
10-Year Total	15200	15200	16000	15500	15000	14500	15500	14600	15500	15000

6th Year	1430	1400	1600	1480	1400	1300	1450	1400	1500	1300
7th	1460	1460	1600*	1500	1450	1375	1550*	1460	1550*	1400
8th	1520*	1520	1600	1560	1500*	1450	1550	1450	1550	1450
9th	1580	1580	1600	1620	1550	1450	1550	1450	1550	1450
10th	1620	1620	1600	1650	1580	1450	1550	1450	1550	1450
10-Year Total	13850	13700	14050	14100	13600	13000	13575	13660	13775	13200
		11th 1700*	I.C. 50x2	I.C. L.C.	P.E. 50x7	I.C. L.A.	Same as last year.	L.C. - P.E. 1/2 for six years (180 Max.)	P.E. 75x2 I.C. 100x3 W.E.C. 75x2	S.C.C. 50x2 L.A. 50x2

1st Year	1050	1200	1056	1100	1150	1150	1000	1050	1100	1100
2nd	1100	1260	1104	1200	1200	1210	1050	1150	1160	1150
3rd	1175	1320	1176	1300	1270	1270	1100	1250	1220	1200
4th	1250	1380	1260	1350	1375	1380	1150	1340	1280	1250
5th	1350	1440	1368	1400	1475	1390	1200	1420	1340	1300
5-Year Total	5925	6600	5964	6350	6475	6350	5500	6210	6100	6000
6th Year	1450	1500	1476	1450*	1550	1450	1250	1490	1400	1350
7th	1550*	1560	1580*	1480	1600	1510	1300	1550	1460	1400
8th	1650	1620	1580	1480	1650	1570	1350	1600	1520	1450
9th	1750	1680	1580	1480	1700	1640*	1400	1650*	1580	1500
10th	1850	1740	1580	1480	1750	1640	1450	1650	1600	1550
10-Year Total	13575	14700	13760	13600	14725	14160	12250	14150	13660	13250
	P.E. 50x1 100x2 L.A. (1050) I.C. (1175) no increments	11th 1800* P.E. 1/2 for 10 years	L.C. (1056) S.G.C. L.C. (1176 Max.) W.E.C.-2 inc. if attend S.S. P.E.-4 inc.	I.C. 100x2	11th 1800 P.E. 50x4 I.C. 50x1 S.G.C. 1100 L.A. (1050 Min.)	P.E. 100x3	11th 1500* (V.I. 50x4) (V.I. 50x4) Grade IX Max. 1350 I.C. (1100 Max.) L.C. 50% of P.E.	I.C. 3 inc. L.A. 1000 Max. P.E. 100x2 90x1 80x1 70x1	11th 1600* P.E. 25x1 50x4	

1st Year	1050	1100	1050	1100	1100	1100	1000	1000	1000	1000
2nd	1100	1175	1110	1175	1160	1150	1075	1150	1150	1150
3rd	1150	1250	1170	1250	1220	1200	1150	1200	1200	1200
4th	1200	1325	1230	1325	1280	1250	1225	1250	1250	1250
5th	1250	1400	1290	1380	1340	1300	1300	1300	1300	1300
5-Year Total	5750	6250	5850	6230	6100	6000	5750	6000	6000	6000
6th Year	1300	1475	1350	1435	1400	1350	1375	1375	1375	1375
7th	1375	1550	1410	1490	1460	1400	1450	1450	1450	1450
8th	1450	1625*	1470	1545	1520	1450	1525	1525	1525	1525
9th	1525	1650	1530	1600*	1580*	1500	1600*	1600*	1600*	1600*
10th	1600*	1625	1580	1650	1650	1550	1600	1600	1600	1600
10-Year Total	13000	14150	13200	13900	13640	13250	13300	13300	13300	13300
	I.C. L.A. (1250 Max.)	Other than Permanent Certificate (1250 Min.) P.E. 25x1 50x4	11th 1650 12th 1710 13th 1740*	L.C. 75x3 55x1	L.A. (1280 Max.) Same as last year.	11th 1690 12th 1650 13th 1700* P.E. 60x10	P.E. 75x4	Special consideration is given by a number of the Divisions for schools with heavy attendance, etc. Full particulars re the salary schedules may be obtained from the A.T.A. Office.		

Negotiations not completed at time of printing—Wetaskwin.

Negotiations dehooked—Grande Prairie, Peace River, Smoky Lake.

No information—Fort Vermilion, Pembina.

P.E.—Maximum

N.E.—Past experience, full allowance is given for Past Experience, full allowance whether served in the Division or elsewhere.

I.C.—Interim Certificate

L.A.—Letter of Authority

S.G.C.—Lapsed Certificate

S.S.—Summer School

E.I.C.—Elementary and Intermediate Certificate

Note—Special consideration is given by a number of the Divisions for schools with heavy attendance, etc. Full particulars re the salary schedules may be obtained from the A.T.A. Office.

SCHEDULES WITH MAXIMUM OF OVER 1600

Stettler	1850	Killam	1650
Red Deer Valley	1800	McLennan	1650
Two Hills	1740	St. Paul	1650
Bow Valley	1700	St. Mary's River	1640
E. I. D.	1700	Taber	1625
Lethbridge	1700	Lamont	1620
Wainwright	1700	Foremost	1610
Holden	1650		

ORDER OF MERIT 5 YEARS

- 1.—Red Deer Valley
- "—E. I. D.
- "—Bow Valley
- 4.—Stettler
- 5.—McLennan
- "—St. Mary's River
- "—Spirit River
- 8.—Killam
- "—Medicine Hat
- "—Taber
- 11.—Vegreville
- 12.—Foremost
- "—St. Paul
- 14.—Macleod
- 15.—Fairview
- "—Lethbridge
- "—Pincher Creek
- "—Strawberry
- "—Vermilion
- 20.—Holden
- "—Ponoka
- 22.—Bonnyville
- 23.—Lamont
- 24.—Clover Bar
- "—Drumheller
- "—Provost
- "—Sturgeon
- "—Wainwright
- 29.—Rocky Mountain
- 30.—East Smoky
- 31.—Lac La Biche
- "—Olds
- "—Red Deer
- 34.—Camrose
- 35.—Two Hills
- 36.—Athabasca
- "—Lac Ste. Anne
- 38.—Castor
- 39.—Acadia
- "—Berry Creek
- "—Edson
- "—Neutral Hills
- "—Sullivan Lake
- "—Wheatland
- 45.—Foothills
- 46.—Calgary
- 47.—Stony Plain

ORDER OF MERIT 10 YEARS

- 1.—Bow Valley
- "—E. I. D.
- 3.—Stettler
- 4.—Red Deer Valley
- 5.—St. Mary's River
- 6.—St. Paul
- "—Taber
- 8.—McLennan
- 9.—Macleod
- 10.—Drumheller
- "—Vegreville
- 12.—Lamont
- 13.—Ponoka
- 14.—Foremost
- "—Rocky Mountain
- 16.—Killam
- 17.—Lethbridge
- 18.—Strawberry
- "—Pincher Creek
- 20.—Bonnyville
- 21.—Vermilion
- 22.—Medicine Hat
- "—Spirit River
- 24.—Holden
- "—Olds
- "—Red Deer
- 27.—Lac La Biche
- 28.—Fairview
- 29.—Lac Ste. Anne
- 30.—Camrose
- 31.—Athabasca
- "—Wheatland
- 33.—Clover Bar
- "—Sturgeon
- "—Wainwright
- 36.—Provost
- "—Two Hills
- 38.—Castor
- 39.—Acadia
- "—Berry Creek
- "—Calgary
- "—Neutral Hills
- "—Sullivan Lake
- 44.—East Smoky
- "—Edson
- 46.—Foothills
- 47.—Stony Plain

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Sight-Saving Practices in Home and School

(Fifth Article in the Sight-Saving Series)

By Thyra Hull

IT IS VERY tempting to display too much material at one time. Only a few pictures should adorn the walls, board spaces and bulletin boards of a classroom, or the walls of a home, and these as nearly as possible at the eye-level of most of the children. Unfortunately most of the wall space allowed for this purpose in many schools is above the blackboard. Only very distinct large pictures, cut-outs or silhouettes should be used in these places. It is much more restful to the eye in the school, or in the home, to have a few pictures that can really be seen and enjoyed, than to have a clutter where so much is shown that nothing is really seen.

Left-Handed Children

The question of left-handed children has been considered for many years; but it is common knowledge now that it is very unwise to interfere. If a child shows a definite left-handed tendency, then he should be allowed to develop in that way. Since this theory has been practised we find more and more left-handed pupils. In any classroom or home these youngsters should always receive special consideration, so that they too may enjoy proper lighting. The fact that their own hand is continually in their light frequently causes peculiar and awkward positions of the arm. It may prove rather difficult but if it will save many pairs of eyes it will be well worth the trouble. Since the light should come over the left shoulder for right-handed people, then for left-handed individuals it should come

over the right shoulder. This makes it necessary to turn the desk of a left-handed child completely around facing the opposite direction to the others.

Position of Work, Sewing Books, etc.

Much more light is required for sewing than for reading, and particular care should be taken to have the light on the work and not in the face of the worker. Eyes are slow to complain, and are unknowingly abused because of their willingness.

If a child holds the book closer than fourteen inches, the chances are his eyes are being strained.

Three times as much light is required to read a newspaper as to read the average book.

Lighting the Living Room

Children's libraries are becoming more and more popular. Papers and magazines are catering more and more to young people and children. It is urgent that parents realize the importance of lighting properly living-rooms, studies and any place where children habitually read or study.

It is harmful to have a bright light concentrated on the book or paper and the rest of the room in darkness. There is a constant strain as the muscles of the eye accommodate themselves from the bright light to the darkness. There should always be a general diffused light in any room where people are using their eyes for any fine work.

A living-room can be properly lighted for an evening for approximately five cents. The old-fashioned parlor has gone. It has been changed into a real living-room and everyone in every corner must be considered. The new indirect lamps with strong wattage—usually up to 300—are splendid, for they shed a soft glow to every part of the room. Even with these it may be necessary to have extra lamps for close work.

Overhead lighting is not as fashionable now but it is wise to have such, especially if of the indirect type. The bridge lamp is exceedingly useful, but it only serves properly the one or two who are immediately next it; while frequently others suffer from its glare.

Reading with the page brightly illuminated and the rest of the room in comparative darkness often causes considerable eyestrain and fatigue. Always let some light go to the ceiling and have more lights or lamps in the room.

Clean Glasses

It is very important that glasses be absolutely clean. Not only many children and young people, but many adults are continually trying to peer through smeared glasses. It is like one sitting in the twilight and forgetting to put the light on—quite unintentional but very harmful.

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Book II of the series. For Grades III and IV. \$1.25.

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Rhythmic Arithmetic Workbook II.

For Grade II pupils, 25 cents.

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CHANGE OF ADDRESS FORM

Those teachers who are changing schools, those teachers who are remaining in the same schools but are changing their post office address, and those teachers who are leaving the profession, are asked to fill in the change of address form as soon as they have the necessary information and send it to the Alberta Teachers' Association, Edmonton. Please help us in this matter. It is a legal requirement.*

NAME IN FULL.....

MAIDEN NAME (if married).....

DATE.....

HOME ADDRESS

ADDRESS during teaching year 1945-46.....

School District.....No.....

NEW ADDRESS (Teaching Year 1946-47).....

School District.....No.....

Salary.....Date engagement takes effect.....

*When a teacher enters upon any contract of engagement with the board of trustees of any school district in the Province of Alberta, he shall give notice forthwith in writing to the Secretary of the Association of the date of his proposed employment and the remuneration agreed upon, and in such case the board of trustees may employ the teacher unless and until the Association notifies him in writing that the teacher is not a member.—The Teaching Profession Act, 1935.

Two New Books for Fall !

HIGHWAYS IN SCIENCE

BY

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- Complete material for Grades III-VI.
- Ample additional material for projects and exercises for each month of the school year.
- Provides each student with a complete Science notebook of his year's work.
- An invaluable aid to both teachers and pupils.

Highways in Science, Grade III, which will be ready in September, may also be used by the teacher for basic work in Grades II and IV. Other books in the series to follow.

A

SOCIAL STUDIES WORKBOOK

BY

G. M. WATSON and R. R. CHAPMAN

- Specially designed for use in Grade VI.
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- Supplementary short stories and articles to illustrate the highlights in Canada's exploration and social development.
- Outline maps, reading lists, questions, expression activities, projects and 'Information Jeopardy' quizzes.

Similar books for Grades VII and VIII will follow making this a complete series.

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A Letter

The following is a letter written by Jim Simpson, a Grade XI student in the Sociology class of University High School, Edmonton, expressing his idea of the true meaning of Democracy.

10836 - 81 Avenue,
Edmonton, Alberta,
May 1, 1946.

Dear Stefan,

In your last letter you enquired about democracy. I can understand your interest. Today the word is used so often that you begin to wonder what it means. There are, to my mind, two "democracies." There is the one as defined by statesmen, and the other more intangible one, the democracy that lives, breathes and walks with every freedom-loving citizen.

"Democracy," as defined by Abraham Lincoln and countless thousands since, is "government of the people, by the people, for the people." This means that the people are to govern themselves, have equal chances for representation, and be governed with their interests at heart. In our country, this is carried out by a system of government wherein the people elect representatives of their own choice. These representatives attempt to govern the people justly, and at all times to respect the voters' faith in them.

However, democracy has an even deeper meaning to me, for democracy, as I see it, is living. It is made up of a lot of little things that could, I guess, be called freedom. It is the laughter of little children in a schoolyard free from the shadow of aggression; the silent prayers of people free from religious persecution, and the right to speak one's mind freely. It is a man's everlasting faith in the ones he loves; the glow of pride on the freckled face of the young owner of a new bicycle; the peace that dwells in the hooded eyes of a

sleeping infant, and above all, man's constant faith in himself.

The idea of democracy is perhaps best carried out in the school. Here students form a background which helps to make them better citizens. From the start of his school life, the child is given a chance to present his opinions in class discussion, and has the right to criticize his fellow-students in a helpful way. As he nears maturity, his association with democratic concepts grows until he becomes a self-confident individual, who is prepared to take his place with a certain amount of ease in the adult sphere of democracy. The students have their own representative councils, which run their social functions, and advise them where necessary. Free discussion is encouraged, with respect shown to the opinions of each individual. The students and teachers discuss problems on a more or less equal footing, with no autocratic powers vested in the teachers. This does not mean that no respect for authority is shown. Rather, the students respect the advice and wider range of experience of those in authority. The whole idea of education is to encourage a democratic outlook on life.

My experiences with democracy travel much further afield than the classroom, and take in nearly every aspect of daily life. The grocer I buy from owns his own store, and has the right to enterprise freely. Our city is guarded by policemen who represent our interests, and protect our lives and property. Trains and busses are operated by private concerns who compete with

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one another for the people's trade. Everyone has a right to read whatever newspaper he wishes, and print his views on public affairs without any fear of government retribution. Above all, all men have a right to worship as they please, to obtain a living, retain their privacy and their peace of mind.

Perhaps my explanation answers only part of your question. However, if you are in doubt about any point at all, please let me know. I feel that democracy is a word never completely defined by the mind as much as by the heart. Do you feel that democracy is on the way in your country, or do you feel it is perhaps already there under another name? I hope so, Stefan, for I feel that it is too fine a thing to be kept in any one section of the world. Democracy, or some form of government that protects mankind's freedom of thought and action is, I feel,

sorely needed. Please write soon and let me know your reaction.

Sincerely yours,
Jim Simpson.

"I love you — OUCH!"

"I love you — OUCH!"

And there you have the story of two porcupines necking.

"Doesn't your choir sing at the prison any more?"

"No. Several of the prisoners complained that it wasn't included in their sentences."

NOTICE TO TEACHERS

November 11, 1946, has been declared a statutory holiday by the Dominion Government, and the Department of Education advises that it will be observed as a school holiday.

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Will YOU Pay For It, Mr. McLarty?

By Doris M. McCubbin

MR. McLARTY pushed his hat back on his head and smiled at his visitor. "Mornin', Mr. Cook. Haven't seen you round these parts in a coon's age? How arya?"

"Oh, I'm fine. Just thought I'd drop around to see if you would be interested in supporting this big school centre we're thinking of forming for this district. You're the chairman of the school board in this district, you know. Your 'okay' means quite a lot on this proposition."

McLarty's face clouded. "Yeah, seems to me I've heard something about that new school unit. Can't see no sense to it myself. We're gettin' along all right just as we are. Ain't no call for a change as far as I can see."

"But McLarty," his visitor put in quickly. "You must realize times are changing. This new curriculum they brought in calls for a lot better equipment than we have had in the past. Each little individual school can't possibly be fully equipped for such a program. What we are proposing to do is consolidate several schools and run a bus service to that new school we're building in Hollowvale. It would mean better service and a better education for our children. They're even thinking of getting a high-school room in there if we get enough support."

"Well—a high school might be all right at that," McLarty grudgingly admitted. "That Bill of mine might have done with a little more education than he got here—but what's all this going to cost?"

"Well, of course that's the catch. It will mean a slight raise in taxes—ten to twelve dollars a year."

"Ten to twelve dollars! Good God man! Why the taxes on this place now'd keep a man in the poorhouse. No sir. You may be on the Divisional Board and think you know what you're 'talkin'', about but I can't see through no proposition that calls for twelve dollars more on my taxes." McLarty spat on the horse trough to emphasize his decision.

Mr. Cook looked at him for a few minutes. McLarty was an important man in the district—a good farmer, hard-working, industrious—and thrifty. He carried a lot of weight in local matters and in his position as chairman of the local school board; even in the new large School Division, he had a lot of influence. Cook tried a new approach.

"Look here, McLarty. I know you're a fair man. How long has it been since you last visited the school?"

McLarty scratched his head. "Well, missed the last two school picnics because of spring ploughin'. Don't take much interest in the Christmas concerts no more since they're held in the afternoon, but I've been down there plenty. Why, I looked it over just last fall to see if the old Waterbury needed a new grate!"

"Yes. But did you really look at it?"

"Why sure, man. Whadye mean?"

"I mean did you really stop and examine it, McLarty—examine it as an educational institution?"

McLarty looked puzzled. "I don't quite get what you're drivin' at."

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"Well, will you do this for me? Will you drive down to see it this afternoon after school and really look it over?"

McLarty hesitated. "Really should fix that feed chopper this afternoon. But I'm a fair man. I'll come with you—but not for long."

That afternoon Cook called for McLarty. As they drove along the road Cook enquired, "Hear you're thinkin' of goin' in for prize cattle one of these days?"

"Yeah. Think it's a pretty good deal. Always did have a hankerin' to raise some good beef. Think this is a good time. Market's good now."

Soon they arrived at the school house. Cook stopped the car just outside the door. It was five o'clock and the children had all gone home.

As they climbed out of the car McLarty started for the schoolhouse door.

"Wait a minute, McLarty." Cook requested. "Let's look at the yard first."

"Looks all right to me," McLarty affirmed after a minute's inspection.

"Does it? Don't you think a few trees to form a windbreak in winter and shade in summer might help a bit?"

McLarty looked at the bare, bleak, windswept school yard for a minute. "Oh, I guess a few trees would help. Have to suggest it to the Divisional Board." He started for the school again.

"Wait a minute," Cook said. "Let's look at the barn." They walked over to it. It stood on one side of the playground a battered, broken, doorless building, weathered a dark brown through exposure to the elements for

thirty years. They stepped inside. The floor—if there ever had been one—had long since been covered with straw and manure to a depth of several feet. The barn couldn't have been cleaned for years. The north wall had two planks missing, and in the late December afternoon little flakes of snow sifted through.

"Guess this place does need a little face-liftin'," McLarty laughed uncomfortably.

Cook said nothing but led the way to the outhouses. They stood behind the schoolhouse—unsheltered, unpainted. They stepped inside the first one. It was filthy. Cook looked at the door. The latch needed fixing.

"Must get that done, one of these days," McLarty said sheepishly.

They proceeded to the school.

"Now what's wrong with this?"

McLarty's face lighted up as he stepped inside. "Why, this makes a man feel like old times—just like old times. Everything pretty much the same—only seems a little smaller than it did then. Why there's my old desk over there in the corner." He stepped over to it and examined its surface. "Yes sir. See! There's my initials W.M. Young Bill sat in this very same desk when he went through here and young Harry'll have this desk in a couple of years from now too."

"How long is it since you went to school, McLarty?" Cook asked.

"Oh, let's see, must be nearly twenty-five years ago. Why, I can remember when this school was built. My father worked on it. So did yours. Was quite an undertaking in those days."

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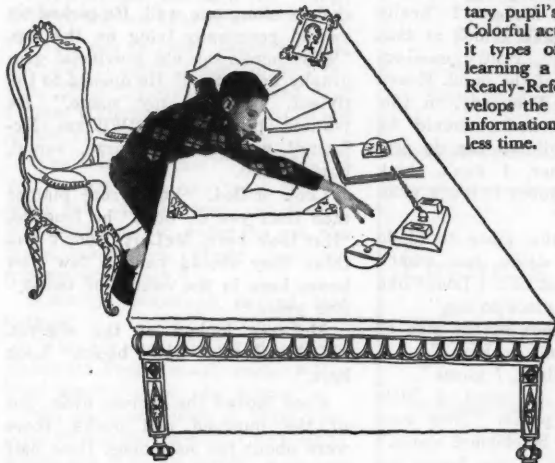
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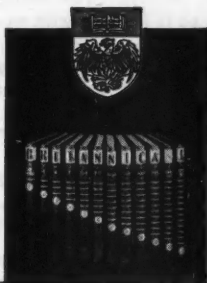
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"Twenty-five years ago. That's a long time, McLarty. Don't you think there should be some changes in that much time—maybe a new school or at least some new desks."

"Huh? Why I can't see what's wrong with this. It did for me all right. Can't see why it ain't good enough for my kids."

Cook looked at him a minute. "McLarty, your dad used to drive to town in a buggy. That was good enough for him but I notice you have a 1940 Chev."

McLarty looked a little abashed but he protested. "Well, that's a different matter—"

Cook turned to the school room. "How long is it since you looked this place over, McLarty? Really looked it over? Take a look at that old desk of yours. Pretty cumbersome for the size of the pupil. Heavy to move around. They say, in this new system the desks should be movable so the children can do project work together. I don't think that old desk of yours is much good to-day, McLarty."

"Well, maybe this place could do with some new desks, but what's wrong with the rest of it? Looks like a pretty good ol' place to me."

"Well, take a look at the size of it. How many pupils go here?"

"Oh, around thirty, I guess."

"Well, doesn't it seem a little small for thirty pupils? Then look at the amount of blackboard space."

McLarty looked at the board for a minute. Miss Gray, the teacher, had it jammed with work for the next day.

"Looks a little crowded, doesn't it?" Cook asked. "That writing has

to be pretty small to get on that much blackboard space. Then look at the light you've got here."

"What's the matter with the light? This place has lots of windows—why along both walls—"

"That's just it," Cook interrupted. "There are windows along both walls. Did you ever consider that cross lights are about the worst thing you can get for people's eyes?"

"Why, I never knew about that," McLarty hesitated, "but I do know Bill had to get glasses when he was going through school," he added hesitatingly.

"Let's look at this library for a minute," Cook suggested.

McLarty stepped over to the low shelves along one wall. He picked up an old geography lying on the top. "Why, here's my old provincial geography book! See!" He opened to the flyleaf. "There's my name." He pointed proudly to "William McLarty" written in a large, round, boyish hand.

Cook smiled. "You wrote plainer then than you do now," he laughed. "But look here, McLarty, don't you think they should have a few new books here in the course of twenty-five years?"

McLarty looked at the shelves. "Well, there's new books. Look here."

Cook looked the shelves over. Out of the hundred odd books, there were about ten new ones. Over half the books were torn and tattered companions of McLarty's old geography. He looked at his companion.

"Well?" he said. McLarty said nothing.

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They turned to the supply cupboard. Cook opened the door. The top shelves were filled with chalk, paper, pencils, and all the other paraphernalia of school life. On the bottom shelf there reposed an alcohol lamp, several yards of glass tubing, a thistle tube, two beakers, a Florence flask, and a few rubber stoppers.

"There now," beamed McLarty. "Don't talk to me about no equipment. Look there. Why, I'd like to fool around with that stuff myself."

"What would you do with it?" Cook asked quietly.

"Why, I'd—" McLarty looked in the cupboard again. There was half a bottle of sulphuric acid and a can of iron filings. His face fell. "Well—there are lots of things—"

"You can do with sulphuric acid and iron filings?" Cook finished for him. "Ever try it?" He walked over to the Waterbury heater that stood in the corner.

"See this old thing?" he said. "If you're next to it, you roast. On the other side of the room, you freeze. No provision for water to get the place humidified. Pretty poor arrangement I'd say."

McLarty looked at it and said nothing.

"What do you think of Miss Gray, McLarty? Pretty good teacher? I've been hearing some complaints."

"Oh she's all right. A little new, I guess. Her first school. Can't really blame her. They're turnin' them out too fast right now to really train 'em right. Shortage of teachers, you know."

"Wonder why there's a shortage?" Cook said thoughtfully. "Couldn't be because they don't get enough pay, could it?"

"Well, they're always hollerin' about the pay, but I think it's damn good pay. Pretty soft job I'd say."

"Pretty soft? Do you mean to tell me you think teaching thirty children in nine grades every subject with

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two months' Normal training is soft? Then look at the place Miss Gray has to live in. Jackawaky's isn't a fit place for any teacher, and it's three miles from the school."

McLarty protested, "Oh well, it's just the times. We've had some darn good teachers here in our time. Look at Brown. He was darn good."

"Yes, Brown was a good teacher," Cook asserted. "But did he stay? Seems to me he left here after one year. Went to University and took up medicine. They tell me he has a good job now. You see, McLarty, Brown didn't stay in the teaching profession."

"Well, maybe he wanted to be a doctor," McLarty argued. "Some people—"

"I don't know about that argument," Cook interrupted. "He said he liked working with kids better than anything else but the pay wasn't enough to live on. Thought he might get married some day. You can't support a family on eighty-five dollars a month. You know, McLarty, it always seems funny to me. You wouldn't ever go to a doctor that didn't have a full seven years' training, now would you?"

"Certainly not," asserted McLarty.

"All right. But you don't mind trusting your children's minds—which are, after all, just as important if not more important than their bodies to a teacher with two months' training."

"Well, if you put it that way—" McLarty began.

"I am putting it that way. We're supposed to be living in a democracy. You need a good education to take an intelligent part in a democracy. We'll all admit that, but we won't put forth a few more dollars every year to get better schools and teachers. This new school, McLarty—it's only a start—a sort of cooperative enterprise where three or four schools consolidate and run a bus service from each district. It would mean

better equipment, fewer grades, a decent library, and I'll bet you'd attract better teachers for a school like that too. It's like taking the money spent individually on four schools and using it on one good one."

McLarty hesitated. "That sounds okay when you're sayin' it, Cook, and I'm not sayin' this present system couldn't do with improvements, but I think we're payin' enough for education right now. Why, if it wasn't for the school taxes—" He shrugged his shoulders significantly.

"Look here, McLarty, on the way over here didn't you say you were going in for prize cattle?"

"That's right," McLarty asserted as he stuck his hands in the pockets of his overcoat.

"How much are you figuring on paying for a bull?"

McLarty's eyes narrowed. This might mean business. "Well. I don't know—maybe a thousand dollars. Maybe a little more."

"You mean to tell me you're willing to pay a thousand dollars for a bull and yet you kick about twelve dollars added to your annual taxes for a new school to help educate your son?"

McLarty looked embarrassed. He laughed uncertainly and took one last look around the old schoolhouse.

"Okay, Cook," he said at last. "You win. When they start to discuss this here new school idea and you want this district behind it, you can count me in—right to the end. I guess the little red school has served its day."

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Obituary



A. E. Ottewell

One of Canada's leading figures in the educational field, Registrar of the University of Alberta for the past 18 years, and member of the Edmonton Public School Board continuously since 1927, A. E. Ottewell, died in the University Hospital Wednesday, July 31, after a lengthy illness. A member of one of the pioneer families of the Edmonton district, Mr. Ottewell was 63. He was a member of the first graduating class of the University in 1912, and since then had taken a leading role in educational matters.

Mr. Ottewell came to Edmonton in 1898 from his birthplace in Ontario, and lived on the family farm at Clover Bar until 1907, when he attended Alberta College. A brilliant student himself—he was in Grade IX when he was ten years of age—he excelled at the University, and was winner of the Charles Allen Stewart gold medal in Classics when he

graduated. He took his Master's degree in Arts in 1915, and then went overseas with the rank of Captain in the First Great War to teach on the staff of Khaki University.

On graduation he was asked to organize the University Department of Extension, became its first Director, and held that post until 1928 when he became Registrar.

Mr. Ottewell was Past-President of the Alberta School Trustees' Association, Past - President of the Canadian Club, a member of Edmonton's Archives Committee and Board of Health, and was active in the Canada-Newfoundland Education Association. In June, 1946, he was elected to the office of Deputy Grand Master of the Masonic Lodge of Alberta.

Probably no one in Alberta devoted as much time and effort to the cause of education in all its branches as did Mr. Ottewell.

As the first Director of the University of Alberta Extension Department, and later as Registrar, he played a leading part in the development of that Provincial institution. But his interest in education extended far beyond the campus. He took a very active interest in the Edmonton public school system, and served continuously on the board for nineteen years, during eight of which he was Chairman. Yet he also found time to participate in the work of the Alberta School Trustees' Association and its dominion counterpart. His whole life, indeed, was devoted to the improvement of Canadian education.

Two honors which came to him in the last year of his life indicate the high regard in which he was held by his fellow educationalists, and by the people of Edmonton. One was his

selection as President of the Canadian School Trustees' Association, and he was to have presided at their Annual Convention in Edmonton in August. The other was his election to the School Board for the nineteenth consecutive year, with the largest vote received by any candidate.

In his passing, Edmonton has lost one of its most public-spirited citizens.

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PROGRAM REVISION

By A. P. Tingley
Supervisor of Industrial Arts

THE CHANGES that have been made in the intermediate-school programs are designed to:

- (a) Make the programs more functional.
- (b) Restrict the choice of media in any one year.
- (c) Provide sound basic training in a few phases of the work.
- (d) Make the programs more adaptable to community and student needs.

The intermediate programs are now known as Industrial Arts I, II and III. Drafting is a compulsory phase of each year's work. It is not intended that the drafting shall be taken as a two-month course at the beginning of the year. It will no doubt be desirable to start the year with one or two lessons in drafting, but the program is intended to be integrated with project development throughout the year.

While there is no program of Farm and Home Mechanics in the intermediate grades, it is desirable that, in rural centres, the programs definitely take into account community needs of the farm and home.

A three-year program in Farm and Home Mechanics has been set up for high-schools. This program replaces the former General Shop programs. Instructors would be well advised to secure the cooperation of managers of machinery and implement distribution centres and garages. The co-operation of farm owners should also be sought. The programs can be enriched and made more practical in their application through the co-

operation of these parties. A copy of the booklet "A Guide to the Programmes" should be secured and placed in each Shop library. Instructors will find this booklet of great value in implementing the program. Copies may be secured through the School-Book Branch, Edmonton, at \$1.50 per copy.

The programs in the Technical Electives—Woodwork, Metals, Electricity, Automotives, Printing, and Arts and Crafts—have been revised and brought into line with modern developments. These programs are, of course, designed for high schools where unit shops are in operation.

"Safety Education" is to receive definite attention in both intermediate and high-school programs.

Instructors would be well advised to see that the necessary equipment to carry out the different phases of the programs is secured.

The revised programs are the outgrowth of a great deal of study and consideration both by individuals and committees. The wholehearted co-operation of instructors is solicited in order that programs may be given a fair chance to prove their worth.

I wish to express my sincere appreciation to all who have, through personal suggestions or as members of Committees, contributed to the revision.

News of the I.A.T.A.

In our next issue we hope to have news of the I.A.T.A. which will command the interest of all members. It will be recalled that in the election which took place just at the end of the spring term, a new executive came into office. We hope to have a statement from our newly elected president, Mr. Chris. Flanagan of

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Didsbury, which will include plans for the future of the organization. All former members should get behind the membership drive which will be organized this fall. The Secretary-Treasurer is now Mr. John A. Collins, 1820 - 18th Street West, Calgary. Mr. Collins will be pleased to hear from all those who wish to be brought up-to-date on matters pertaining to the I.A.T.A.

Your Industrial Arts Page

Again at the beginning of another school year, we remind all industrial arts teachers in the Province that this is *your* page of *The A.T.A.*

Magazine. The Editor has made this space available to us with the assurance that it will be used to good advantage. Our field of endeavour is so broad, in all its phases, and we have so many instructors of the subject who are specialists in many of these individual phases, that there should be a wealth of available material for this page. We should have no difficulty in presenting here from month to month articles of real interest to all. Your contributions towards the continued success of this page will be appreciated very very much.

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July 4, 1946.

Dear Mr. Ansley:

The following note should be of interest to A.T.A. members. Probably you would like to insert it in *The A.T.A. Magazine*.

"The School of Graduate Studies has had considerable difficulty during the past few years in arranging deferred examinations for students registered in extramural courses. Because of the many requests received, the following regulations will be effective beginning with the 1946-47 session:

1. No extramural registration will be accepted unless accompanied by the total fee and received by the Registrar not later than November 1. The total fee is: Registration \$6, Library \$2.50, Tuition per course per session \$25.

2. If a registration is cancelled, the registration fee of \$6 is not refundable; other fees are refundable only in proportion from the date of registration to the date of cancellation.

3. A registration may not be carried over from one session to another session. If a student does not, for any reason other than illness, write his examination at the regular time, all fees are forfeited and in order to be admitted to another examination in that course he must register in another session and pay the full fees. Deferred final examinations may be granted only on the basis of illness, and must be written at the time of the next regular university examination period.

Yours sincerely,

M. E. LaZERTE,

Dean, Faculty of Education.

Calgary, Alberta, May 21, 1946.

Mr. W. E. Frame,
Department of Education,
EDMONTON, Alberta.

Dear Mr. Frame:

Re: Training Benefits via Summer School for Ex-Servicemen Teachers.

While talking with you in Edmonton a week ago this matter was mentioned. I have delayed writing about it until I had an opportunity to check the new policy once more with Mr. Hamilton, Supervisor of Training, D.V.A., Calgary.

According to information received at that source, teachers taking training via summer school will be entitled to full benefits for the first summer after discharge only. If the commencement of training is delayed for any reason beyond the first summer, authority must be received from the Director for such action before the fifteen-month period for application has expired. For subsequent summers the monetary benefit is reduced dependent upon the income for the year in the following manner.

Case 1: A teacher earning \$1200 per year is considered to have a monthly income of \$100 per month. The individual may earn \$75 per month without affecting his benefit, but earnings in excess of that amount are deductible from the subsistence allowance provided. Therefore, \$25.00 per month would be deducted from the living allowance provided.

Case 2: A teacher earning \$1800, or \$150 monthly, would have \$75.00 deducted from allowances after the first summer or assistance towards living costs would be almost nil.

The reasons for the change in policy were apparently as follows:

1. The D.V.A. did not desire to have training benefits carried on for a prolonged period.
2. An individual qualified for certification as a teacher was capable of earning an income in the average income bracket and was therefore rehabilitated.

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3. It was not the intention of the Act to provide a means for persons in an income bracket above the average for Canada, (e.g., City teachers) to travel and have an enjoyable summer vacation by taking post-graduate work at various educational institutions.

The principle objections to the new D.V.A. policy as it applies to Alberta would appear to be as follows:

1. Due to the shortage of teachers in Alberta, it would appear that every encouragement should be given the ex-servicemen to enter the profession rather than place obstacles in the way.
2. Many ex-servicemen interested in teaching are married men with family obligations. In view of the average rural salary, it is financially difficult to save sufficient money during the year to stand the expenses of summer sessions and still provide the family with an adequate standard of living.
3. It might be argued that the serviceman should take full training at the University before going into the field. However, at the present scale of benefits, a capital reserve is necessary because statistics show the cost of living in the cities for a family average about twenty-five per cent above the allowances provided by D.V.A.
4. The ex-serviceman may find himself unsuited to teaching as a direct result of some of the experiences undergone. It might therefore be advisable for him to gain some practical experience before putting time, effort and money into full qualification.

In the light of the recent announcement by the Minister of Education for Alberta re Teacher Training and Certification, where apparently teachers are to be encouraged to acquire increased professional qualifications with experience, it was considered the matter should be brought to your attention because the two policies do not appear to be compatible.

Yours truly,

(G. W. Sutherland) F/L,
Rehabilitation Liaison Officer,
No. 10 Repair Depot, RCAF.

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A.T.A. Sept. '46



Official Bulletin, Department of Education

No. 97

High School Science

The requirement of a science course for students who wish to qualify for the high school diploma is no longer in effect. That is to say, it is possible, under present regulations, to obtain a high school diploma without holding credits in a high school science course.

NOTE: It is, of course, the responsibility of the guidance counsellor to see that each student takes those courses best suited to his particular requirements. In the vast majority of cases, inclusion of one or more science courses in a complete high school programme is advisable.

French 3 Texts

The French 3 text is the same as last year, *COURS MOYEN DE FRANCAIS*, Part 1, by Travis and Travis. The authors of this book have been listed in error on page six of Bulletin Six as Travis and Wilson.

Revision of Community Economics

All teachers of Community Economics should have received by October 1st the Classroom Bulletin on Community Economics, which contains the revised course. The following regulations supersede all previous instructions regarding the content of the courses:

1. During 1946-47 ungraded schools using the two-year cycle will follow the course labelled "Year B."

2. In graded schools during 1946-47 and thereafter, Grade IX classes will follow the course labelled "Year B" and Grade VII and Grade VIII classes will follow the course labelled "Year A."
3. All classes will take the Minor Projects during the first half of the school year, leaving the period from February to June for the Major Project.

A bulletin containing material for *Our Farm* will be available from the School Book Branch not later than December. Teachers of Grade VII or Grade VIII classes have the choice during 1946-47 of using this new material or following the old outlines on *Our Farm* or *Our Store*.

School Broadcasts

- A. This year the school broadcasts, commencing on Monday, October 7th, are scheduled at 2:00 to 2:30 MST as follows:

Monday—Music for Elementary Grades.

Tuesday—Science on the March.

Wednesday—Speech Training
(2:00 - 2:15).

Through the Magic Door
(2:15 - 2:30).

Thursday—Intermediate Music.

Friday—National Series.

- B. In addition to the above, two series of out-of-school broadcasts are scheduled as follows:

1. At 5:30 p.m. MST:

Monday—French 1.

Tuesday—Vocations and Guidance.

Wednesday—Social Studies
(5:30 - 5:45).

French 2 (5:45 - 6:00).

Thursday—Science.

Friday—French 3.

2. At 8:30 p.m. MST:

Monday—Tales of Adventure.

Wednesday—The March of Science.

Friday—Music Series.

The 5:30 broadcasts are intended mainly for students of the Correspondence School Branch, but both they and the 8:30 series should be of interest to other students and to parents. Teachers are requested to ask their pupils to bring all three series to the attention of parents.

The Radio Guide, containing the complete outline of the above broadcasts, is being sent out by the Department to those teachers known to have radios. If you wish to secure a copy of the Guide, write to the Director of Curriculum, Department of Education, giving your name and address, together with the name and number of your school.

Now Obtainable from School Book Branch

The School Book Branch, Department of Education, desires to bring to the attention of elementary, intermediate and high school teachers the following announcement regarding new books, record forms, check sheets and current catalogues.

Recommended Books— Intermediate School

- (a) Community Economics Course
 - 1. "Community Economics for Intermediate Grades"
Revised 1946 15c per copy
 - 2. "Our Provincial Government" 30c per copy
- (b) English (Language)
 - "Supplementary Exercises in Grammar" 20c per copy

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"Supplementary Exercises" is designed to be used with Junior English Activities, Book II, in Grade VIII, and Book III in Grade IX.

- (c) The text "Youth Studies Alcohol," by Harkness and Fort, has been added to the references for Health courses in the intermediate grades and is now available from the School Book Branch at \$1.05 per copy.

Recommended Primary Reference—High School

- (a) Social Studies III
 "Contemporary Problems":
 Bagnall (revised 1946
 by Douglas Norton) 90c per copy

The foregoing titles are procurable from your local book dealer.

Record Forms

RECORD FORMS FOR FREE
 READING (referred to in High

School Bulletin I on page 27). The Forms are available in packages of twenty-five at 35 cents per package. If four or more packages of Record Forms are purchased at one time, the price is 30 cents per package, postal charges prepaid.

Check Sheets

CHECK SHEETS: for Evaluating an Essay or Paragraph (referred to in High School Bulletin I on page 33). Check sheets may be purchased in pads of one hundred sheets at 30 cents per pad, postal charges prepaid.

The School Book Branch will be pleased to forward the above listed books, record forms or check sheets upon receipt of an order accompanied by a covering remittance.

Note: *World Progress*, by West and Eastman, is now out of print; no further copies are available from the School Book Branch.



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Catalogues

1. "READING FOR PLEASURE"—a descriptive book list of recreational reading for boys and girls in elementary and intermediate school; now ready.

2. "AN INVITATION TO READ"—an extensive list of recommended books for High School Free Reading; now ready.

3. "ADVENTURES IN LEARNING"—a descriptive book catalogue for intermediate and high school subjects; will not be available until early December 1946.

Teachers may obtain the available catalogues by writing to the School Book Branch, Public Works Building, 104th Avenue and 121st Street, Edmonton.

Note: "READING FOR PLEASURE" contains the new authorized list of books for individual reading in the intermediate school; this list supersedes the list given in the Programme of Studies for the Intermediate School.

Social Studies in the Intermediate Grades

Any teacher of Social Studies in Grade Seven, Eight or Nine who has not received a copy of the above bulletin should write for one to the Director of Curriculum, Department of Education.

Teachers' Manual for High School Social Studies Text

A limited supply of the TEACHERS' MANUAL FOR THE MAKING OF TODAY'S WORLD is available from the School Book Branch, Department of Education. Distribution of the 428 page Teachers' Manual will be made, for as long as the supply lasts, on the scale of one to each high school.

A nominal charge of 20¢ per copy is being made to cover costs of procuring and distributing the Manual.

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School Broadcasts in the Grande Prairie-Peace River Area

Because of difficulty in transmission, these broadcasts will be delayed one week. Teachers using the Guide should change the dates of the broadcasts, putting each broadcast a week forward.

NOTICE

No list of teachers, with addresses, has been received from the Secretary-Treasurer of the following Divisions in time for the mailing of this magazine; and, therefore, teachers in these Divisions will not receive copies of the September-October issue: Calgary Division, Lac La Biche Division, East Smoky Division and Fort Vermilion Division.

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Contributions may be sent to D. L. Shortliffe, Victoria High School, Edmonton, or to Miss Helen Morrison, Rideau Park School, Calgary.

The following demonstration is to be credited to Elmer Tory, Grade XI student at Wainwright High School. Elmer should be encouraged to try his evident originality and skill on other problems.

Proof that a spherical belt cut off by two parallel planes has the same surface as a belt cut by the same planes from a cylinder circumscrib-

ing the sphere and having its generators perpendicular to the planes.

If the band around the sphere is very small, the length of the top of it will be almost the same as that of the bottom. Therefore, it may be considered as a rectangle.

y 

$$2\pi r_1$$

Height of band = y

$$\text{Base} = 2\pi r_1$$

Therefore area of band around

$$\text{sphere} = 2\pi r_1 y$$

Height of band around cylinder = x

$$\text{Base} = 2\pi r$$

Therefore area of band around

$$\text{cylinder} = 2\pi r x$$

$\angle EBO = 90^\circ$ (ED is a tangent to the sphere at B)

$\angle ABC = 90^\circ$ (Construction— $AB \parallel RS$)

Therefore $\angle EBO = \angle ABC$

$\angle EBC$ is common to both angles

Therefore $\angle ABE = \angle CBO$

Give these angles the value of θ

$$\cos \theta = \frac{x}{y}$$

$$y \cos \theta = x$$

$$y = \frac{x}{\cos \theta}$$

$$\cos \theta = \frac{r_1}{r}$$

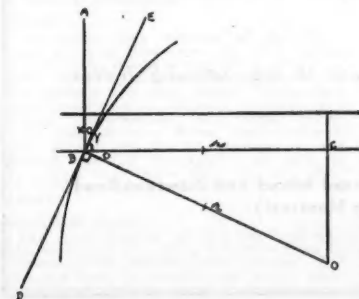
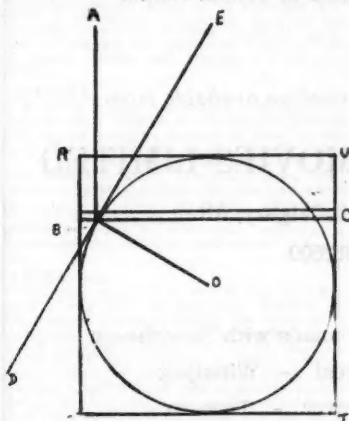
$$r_1 = r \cos \theta$$

Area of band around sphere =

$$2\pi (r \cos \theta) \frac{x}{\cos \theta} = 2\pi r x$$

But the area of the band around the cylinder also = $2\pi r x$

Therefore area of the band around the sphere is equal to the area of that around the cylinder. (Q.E.D.)



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Local News

TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by A.T.A. office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

BELLIS

The organization meeting of the Bellis Sub-local was held on Saturday, Sept. 14. The new executive elected is as follows: President, Mr. G. Meronuk; Vice-President, Mrs. A. Pelech; Secretary-Treasurer, Mr. W. Yurkiw; Press Correspondent, Miss O. Hablak; Social Committee, Miss A. Panchuk, Miss S. Kombyr, Miss N. Chernyevchan. There was a discussion as to what type of work is to follow on one agenda. Some excellent suggestions and plans were made in arranging the year's program, thus making it both profitable and enjoyable to all members. The meeting adjourned with every member anticipating the next meeting at which problems of method and technique in instruction of Social Studies and English will be discussed.

COALDALE

Members from Coaldale, Readymade, Crystal Lake, White and MacLean schools met in the Coaldale School on May 6. Mr. R. I. Baker, delegate to the A.G.M., gave his report. Mr. Wade moved a vote of thanks to Mr. Baker. The Track-Meet Committee suggested several changes and additions to last year's program. The group adopted the report. A committee was appointed to make investigations regarding a reorganization of the Lethbridge convention.

CLOVER BAR

The final meeting of the Clover Bar Executive was held on Saturday, June 1, in the Masonic Temple. During the meeting, a resolution was made to ask the Divisional Board to send a tentative list of teaching positions in the Division to each teacher either before or with the June check. The meeting ended with a vote of thanks to Mr. Marsh for his able work in the president's chair, and to Mrs. E. L. Hough for her work as Secretary-Treasurer.

EDSON

An organization meeting of the Edson Local was held September 18, 1946, in the Household Ec. Room of the Edson School. A lovely lunch was served by the hostesses, Mrs. Graham and Mrs. Nelson. Newly elected officers were as follows: President, Mr. Meade; Vice-President, Mr. Dakin; Secretary, Miss Mason; Press Correspondent, Miss Barker. An unusual feature of the meeting was the presentation of gifts to Mrs. Greig (nee Lorna Hay) and Mrs. Patton (nee Lisa Kneteman), who were married recently.

INNISFAIR WEST

The June meeting of the Sub-local was held on the 12th at Mrs. Randall's home in Dickson. Seven teachers were present. The time was spent in totalling the points made by each of the schools at the track meet

held in Dickson on May 31. Points were totalled for each class—A, B, C, D, E and F. Results were as follows: Dickson Junior Room, highest in Class A; Craig Schol, highest in Class B; Dickson Intermediate Room, highest in Class C; Dickson Intermediate Room, highest in Class D; Dickson Intermediate Room, highest in Class E; Markerville Senior Room, highest in Class F. The highest total points were made by Markerville School, their score being 137. They won the Berscht Trophy. Highest individual score was made by Norman Sveinson, who won the Heckla Trophy. His total was 16 points. The Dickson High School took part in the Local meet held at Eckville, and came away with 72 points. They also won the three ball games which they played.

Discussion was held on having the annual Sub-local meeting in the fall instead of in May, so that the spring term would not be so crowded with special days. No decision about this was made. At the close of the meeting Mrs. Randall served a hearty lunch, and well wishes were made for the holiday.

LAC STE. ANNE

A general meeting of the Lac Ste. Anne Local was held at Ogoway on June 1. Mr. Woodhouse and Mr. Crawford reported to the meeting on their attendance at the A.G.M. Mr. Johnson, salary schedule convener, gave a report on salary negotiations at the last Divisional Board meeting. Among other matters discussed was the possibility of having Divisional track meets. A committee was appointed to look further into this matter.

PEMBINA

The executive of the Pembina Local met in the Westlock Hotel on Saturday, June 8, 1946. It was decided to publish an A.T.A. newsletter before the end of June, to include such material as councillors' reports of the A.G.M., track-meet results, Sub-local activities, material on scores and testing. Salary schedules of various Divisions were discussed and compared and it was decided to open salary negotiations with the Pembina Divisional Board. Track-meet and executive meeting expenses were paid. Delegates were appointed to attend the meeting in Edmonton to be held on June 15 for the discussion of Fall conventions.

RADWAY

An organizational meeting of the Radway Local was held on Sept. 11 at the Radway School. The following officers were elected: President, John C. Dubeta, B.Ed.; Vice-President, Mr. A. J. Styra; Sec.-Treasurer, Mrs. J. Klufas; Press Correspondent, Mrs. K. Gavinchuk; Social Convener, Mrs. Z. Sawchuk; Councillor, Mr. A. J. Styra. It was decided to hold meetings at Radway on the first Monday of each month at 7:30 p.m.

STETTLER

The first meeting of the Stettler Sub-local for the 1946-47 term was held at the home of Mr. and Mrs. J. Briggs. A new executive was elected as follows: President, Mr. N. Muir; Vice-President, Mr. S. Hooper; Secretary-Treasurer, Miss D. Kirby; Press Correspondent, Mr. J. Briggs; Program Con-

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venor, Mrs. Banford; Social Committee, Miss J. Irwin and Miss D. Gasper; Councillors to the Local, Mr. S. Hooper and Miss H. Kiel. Councillor J. Briggs gave a summary of the activities of the A.T.A. since the A.G.M. as revealed in the minutes of the central Executive. Some discussion followed. Tentative plans were laid for attending the Fall Convention in Red Deer. Mr. Hooper offered his home for the next regular meeting of the Sub-local (the second Friday of each month at 8:30 p.m.).

At the conclusion of the business meeting, the members enjoyed a bridge game; and a delicious lunch was served by Mrs. J. Briggs and Mrs. Banford.

STRATHMORE

The Strathmore Sub-local held their regular meeting in the Nightingale School on April 17. Mr. Eyres was appointed master of ceremonies of the coming track-meet, and Mr. Crellin, Mr. Herbert, Miss Saunders and Mrs. Eyres, the assisting committee. Mr. Art Johnson reported, and led an interesting discussion, on "Youth Challenges the Educator." The evening ended with a tantalizing quiz, and a delicious lunch served by Mr. Johnson and Miss Grace Whey.

The Strathmore Sub-local held their last meeting in the Hervey School on May 15. Mr. Crowther and Mr. Eyres reported on the A.G.M. which was held in Calgary, and on the new pensions scheme. Miss Marjorie Kowalchuk and Miss Evelyn Womack entertained with an unusual quiz and appetizing refreshments.

TOFIELD

The final meeting of the Tofield Sub-local was held on Friday evening, June 14. Mr. Olsen gave a report of the Track Meet which was held on May 31. The auditor's report

showed a favorable cash balance for the year. Reports were given of the A.G.M., the District Meeting at Hardisty held on June 8, and the farewell banquet for Dr. McNally held at the Macdonald in Edmonton. A vote of thanks was given to Miss I. Robinson, the president, and her officers for their services during the year. Following the business meeting, a lovely lunch was served by Mrs. Gullion and Miss L. Magnuson.

The first meeting of the Tofield Sub-local was held on September 17, with a good attendance. Mr. A. Elliott acted as President, and Miss C. Haukedal as Secretary. The election of new officers was as follows: President, Mr. A. Elliott; Vice-President, Mrs. Gullion; Sec.-Treas., Miss C. Haukedal; Press Correspondent, Miss E. Child; Representative of the Sub-local, Mr. A. Richardson; Track-Meet Representative, Mr. E. Kindly. Ways and means were discussed by which teachers' salaries may be raised \$300.00. It was decided to hold our next meeting on October 9th. The meeting was adjourned, after which a delicious lunch was served by Mrs. Gullion and Mr. Elliott.

TURNER VALLEY

Miss Mae Baillie and Mr. C. O. Ballard, senior members of the Turner Valley staff, and Mrs. June Danforth, District Nurse, were guests of honor, when the Local entertained at a garden party at North Turner Valley High School on June 13. Appropriate song hits, readings and dramatizations provided sparkling entertainment. Presentations were made to the guests of honor, Mr. R. Cox and Mr. C. O. Ballard, reporting for the Salary Schedule Committee, announced that a new salary schedule had been negotiated, changes noted were increases in the minimums and maximums, and in allowance for

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past experience, to a maximum of eleven years. Three innings of a game that, at times bore a "striking" resemblance to baseball concluded a very enjoyable festivity.

WILLINGDON

Willingdon Sub-local got off to an early start with the first meeting of the year in Willingdon School on Thursday, Sept. 17, with Miss Irene Shandro presiding. Ten members were present; several others were absent presumably due to harvesting operations. (Willingdon area teachers occasionally like to get into jobs that pay!)

Mr. N. Svekla gave a brief report on the previous year's activities of the Sub-local, and also, as several teachers were new to

the district, elaborated on the salary schedule now in operation in the Two Hills Division and the Willingdon School District.

The officers elected for the coming year were: President, Mr. G. Kolotyluk; Vice-Pres., Mr. G. Kelba; Sec.-Treas., Mr. N. V. Svekla; Counsellor, Mr. N. V. Svekla; Press Correspondent, Mr. J. Krulak; Program Committee, Mr. N. Dushinski, Miss S. Zaturuk and Mrs. G. Kelba.

It was provisionally decided to hold meetings at the Willingdon School on the first Thursday of every month. A brief discussion of the salary schedule now in effect followed. After the meeting the members adjourned for a delicious lunch served at the Kozy Korner.

TEACHERS !

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